
Docket Item:

Transfer Pathway Memoranda of Understanding (MOU)

Summary:

At the May 2020 HECC meeting the Commission approved two new types of degrees in order to comply with [Oregon Revised Statute 350.404](#), the Associate of Arts Transfer and the Associate of Science Transfer. These new degrees are designed to provide students strong credit transfer guarantees and lower cost. The MOU template and the MOUs for the first three major specific degrees have been signed by all public community colleges and universities that offer the degree programs and now are ready for HECC approval. The three new degrees are: English Literature Associate of Arts Transfer Degree, Biology Associate of Science Transfer Degree, and Elementary Education Associate of Arts Oregon Transfer Degree.

Once the Commission approves the degree, community colleges can start their institutional degree approval process.

Materials:

- MOU Template
- English Literature MOU
- Biology MOU
- Elementary Education MOU
- Creating Transfer Associate Degrees

Staff Recommendation: Staff recommends the Commission recommends adopt the following resolutions:

RESOLVED, that the Higher Education Coordinating Commission approve the English Literature Associate of Arts Transfer Degree. (AAT- English Literature)

RESOLVED, that the Higher Education Coordinating Commission approve the Biology Associate of Science Transfer Degree. (AST-Biology)

RESOLVED, that the Higher Education Coordinating Commission approve the Elementary Education Associate of Arts Oregon Transfer Degree. (ASOT- Elementary Education)



**Oregon
Transfer Compass**
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN [MAJOR]

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in [MAJOR].

Statewide Transfer Articulation Agreement:

Major Transfer Map in [MAJOR]

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Major Transfer Maps (MTMs) will use one of the following formats. The selected format will be specified in each approved MTM program:

- an Associate of Science Transfer degree in [MAJOR],
- an Associate of Arts Transfer degree in [MAJOR]
- an Associate of Arts Oregon Transfer degree,
- an Associate of Science Oregon Transfer degree in [MAJOR], or
- in rare cases, when the optimal transfer point is fewer than 90 credits, as agreed by all parties including OTAC, the format will not be an associate's degree, but rather a notation on the transcript of an 'MTM in [MAJOR]'.

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count

towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
 - ✓ Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
 - ✓ The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation

¹ Sections of this contract are modified versions of contracts from Colorado and Washington.

- ✓ While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.

5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.
2. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.
3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.
4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.
5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- ✓ General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- ✓ AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17

community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog



year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.
3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Signature of Participating Institutions

**Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement**

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on [DATE] and forwarded it for approval by the chief academic officers of Oregon’s public universities offering the [MAJOR] degree and the chief academic officer of Oregon’s community colleges (*Note: Signatures are on file at the Higher Education Coordinating Commission*)

Signatures on file:

_____	_____	_____	_____
Eastern Oregon University	Date	Oregon State University	Date
_____	_____	_____	_____
Portland State University	Date	Oregon Institute of Technology	Date
_____	_____	_____	_____
Southern Oregon University	Date	Western Oregon University	Date
_____	_____	_____	_____
University of Oregon	Date	Blue Mountain Community College	Date
_____	_____	_____	_____
Central Oregon Community College	Date	Chemeketa Community College	Date
_____	_____	_____	_____
Clackamas Community College	Date	Clatsop Community College	Date
_____	_____	_____	_____
Columbia Gorge Community College	Date	Klamath Community College	Date

Lane Community College Date

Mt. Hood Community College Date

Portland Community College Date

Southwestern Community College Date

Treasure Valley Community College Date

Linn-Benton Community College Date

Oregon Coast Community College Date

Rogue Community College Date

Tillamook Bay Community College Date

Umpqua Community College Date

Part 5: Major Transfer Map Participants

Group Coordinators:

Public Universities:

Eastern Oregon University
Oregon Institute of Technology
Oregon State University
Portland State University
Southern Oregon University
University of Oregon
Western Oregon University

Community Colleges:

Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas Community College
Clatsop Community College
Columbia Gorge Community College
Klamath Community College
Lane Community College
Linn-Benton Community College
Mt. Hood Community College
Oregon Coast Community College
Portland Community College
Rogue Community College
Southwestern Oregon Community College
Tillamook Bay Community College
Treasure Valley Community College
Umpqua Community College

Higher Education Coordinating Commission Staff:

Kia Sorensen	Office of Academic Policy & Authorization
Julia Steinberger	Office of Community College & Workforce Development

Part 6: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College

Incoming Chair: Sarah Witte, Provost & Vice President for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association

Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents

Sal Castillo, Director-Institutional Research, Oregon State University

Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University

Carrie Randall, Academic Advisor, Linn-Benton Community College

Frances White, Professor and Department Head, Anthropology, University of Oregon

Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon

Seth Anthony, Associate Professor, Oregon Institution of Technology

Ann Cary, Instructor math, Portland Community College

Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College

Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College

John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College

Susan Faller, Senior Instructor II, Southern Oregon University

Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University

Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University

Kathy Smith, Associate Professor of Math, Central Oregon Community College

Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College

Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College

Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University

Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services

Director Enrollment Services/ Registrar, Chemeketa Community College

Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University

Linda Samek, Provost, George Fox University

David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College

Patrick Crane, Director, Community Colleges and Workforce Development

Veronica Dujon, Director, Academic Policy and Authorization



Oregon
Transfer Compass
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN ENGLISH
LITERATURE

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Arts in English Literature.



Statewide Transfer Articulation Agreement:

Major Transfer Map in English Literature

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide English Literature Major Transfer Map (MTM) will use the Associate of Arts Transfer degree formats.

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

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1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
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5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- ✓ General Education Courses in the MTM:

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- ✓ AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions’ appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The English Literature MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to

student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

This Major Transfer Map outlines specific course requirements for students at any Oregon community college who plan to transfer to a four-year public university and earn a Bachelor of Arts in English literature. Students may take classes that fit these categories at any Oregon community college and expect all classes to transfer into general education or the major at any Oregon public university. This map is intended for students who know they want to transfer and earn a Bachelor of Arts in English literature, but who are unsure of their intended transfer destination. Students should work with an advisor to ensure they fulfill the requirements of this major transfer map. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement or degree map that will prescribe their course requirements. If a student is seeking a Bachelor of Science in English literature, they should work with an advisor.

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a grade of a “C” or better in courses in the major; 2) take courses in the major for a grade—they will not be accepted as “pass/no pass”; and 3) earn a cumulative grade point average of 2.0. Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 27-35 credits of the Core Transfer Requirements; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an Associate’s degree, students will need to successfully complete at least 90 credits.

CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU, SOU, UO & PSU this course also counts toward major requirements (at PSU up to 12 credits of 200-level Eng. literature can count toward the major)</i> <i>***At OSU this course only counts toward the major and students will need to take another Arts and Letters course</i>	3-4
2 nd course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU and SOU this course also counts toward major requirements, at PSU up to 12 credits of 200-level Eng. literature can count toward the major</i> <i>***At OSU this course only counts toward the major and student will need to take another Arts and Letters course</i>	3-4
<i>Social Sciences</i>		
1 st course	Select from AAOT course list	3-4
2 nd course	Select from AAOT course list	3-4
<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list <i>****at PSU counts toward UNST placement (see footnote on last page)</i>	4-5
<i>Mathematics</i>		

1 course	MTH 105 or Higher ****not required at PSU for the BA; will count toward UNST placement (see footnote on last page)	4-5
<i>At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Requirement Total		30-35
ADDITIONAL GENERAL EDUCATION COURSES <i>See an advisor for recommended courses</i>		
Writing	WR 122	3-4
ENGLISH LITERATURE COURSES <i>See an advisor for recommended courses</i>		
Literature A	Eng 2xx Shakespeare ****at PSU, up to 12 credits of 200-level ENG. Lit. can count towards the major	3-4
Literature B	Eng 2xx (course from American or British Survey) ****at PSU, up to 12 credits of 200-level ENG. Lit. can count towards the major	3-4
English Literature Total		6-8
BACHELOR'S DEGREE REQUIREMENTS <i>See an advisor for recommended courses</i>		
2 nd Language	Through 203 or end of 2nd year or higher, C- or better in last course**** <i>Note: At EOU, PSU, UO & WOU this fulfills both a degree requirement and some general education</i> ****PSU offers a Bachelor of Science in English which does not require 2 nd Language. *****Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring. Students transferring to EOU should be aware that they only offer Spanish. Students may also be able to demonstrate proficiency through an exam or other means.	4-24
MTM Total		40-71
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>		
<i>At this point [above = 40-71 credits], it is recommended students pursue these options:</i>		
1. Take courses that will apply to their minor of choice, that will transfer to the Oregon public university of their choice (work with an advisor)		
2. Take courses that will apply to the general education or the major at the Oregon public university of their choice (work with an advisor)		
3. Take electives to reach 90 credits, that will transfer to the Oregon public university of their choice (work with an advisor)		
EXAMPLES OF ADDITIONAL GENERAL EDUCATION THAT WON'T RESULT IN EXCESS CREDIT (UNLESS NOTED) & TRANSFERS TO OREGON PUBLIC UNIVERSITIES <i>See an advisor for recommended courses</i>		
Oral Communication	COMM 111 or equivalent ¹ ¹ transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)	3-4

Arts and Letters	Philosophy ² <i>²this course counts as “Aesthetics and Humanities” (AEH) at EOU, which is fulfilled by other courses in the MTM, so this course would be unnecessary (excess) general education credit at EOU and would count as an elective **** At PSU counts toward UNST placement (see footnote below)</i>	3-4
Arts and Letters	Music or Theater Appreciation courses ³ <i>³this course is not necessary for general education at EOU and would count as an elective unless it is a music or theater performance class * 4-credits chosen from one of the following areas will satisfy the PSU 4- cr. Fine & Performing Arts requirement: Architecture, Art History, Art, Dance, Film, Fine & Performing Arts (FPA), Music Education, Music, Applied Music, and Theater Arts</i>	3-4
Social Science	United States History (citizenship, social responsibility, global awareness) ⁴ <i>⁴transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)</i>	3-4
Science	Biological or Physical Science ⁵ <i>⁵students must take a different science course than the one they took for the Core Transfer Map portion, this transfers to all Oregon public universities but the Science requirements are already filled for EOU and WOU so this could count as an elective and is unnecessary (excess) credit **** At PSU the Science requirements are also already satisfied, but these credits count toward UNST placement (see footnote below)</i>	4-5

******University Studies (UNST) is the name of PSU’s 4-year General Education Program which includes a 15-credit Freshman Inquiry (FRINQ) requirement and a 12-credit Sophomore Inquiry (SINQ) requirement:** Students transferring with 30 or more credits will satisfy the FRINQ requirement; students transferring with 30-59 transfer credits are required to complete 3 SINQ courses; with 60-74 credits are required to complete 2 SINQ courses; with 75-89 are required to complete 1 SINQ course. Students transferring with 90 or more credits will begin with a 12-credit Junior-level Cluster and complete the 6-credit Capstone requirement.

Part 6: English Literature Major Transfer Map Participants

Group Coordinators:

Public Universities:

Donna Evans	Eastern Oregon University
Mandy Johnson	Eastern Oregon University
Anita Helle	Oregon State University
Nicholas Dybek	Oregon State University
Sarah Lincoln	Portland State University
Alma Rosa Alvarez	Southern Oregon University
Gordon Sayre	University of Oregon
Carol Harding	Western Oregon University

Community Colleges:

Mindy Williams	Central Oregon Community College
Eva Payne	Chemeketa Community College
Carol Burnell	Clackamas Community College
Julie Brown	Clatsop Community College
Eileen Thompson	Lane Community College
Terrance Millet	Linn Benton Community College
Holly DeGrow	Mt. Hood Community College
Blake Hausman	Portland Community College
Verne Underwood	Rogue Community College
Jed Wyman	Southwestern Community College
Marc Wilson	Treasure Valley Community College
Amy Fair	Umpqua Community College

Higher Education Coordinating Commission Staff:

Kia Sorensen	Office of Academic Policy & Authorization
Julia Steinberger	Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College

Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association

Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents

Sal Castillo, Director-Institutional Research, Oregon State University

Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University

Carrie Randall, Academic Advisor, Linn-Benton Community College

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Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon

Seth Anthony, Associate Professor, Oregon Institution of Technology

Ann Cary, Math Instructor, Portland Community College

Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College

Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College

John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College

Susan Faller, Senior Instructor II, Southern Oregon University

Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University

Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University

Kathy Smith, Associate Professor of Math, Central Oregon Community College

Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College

Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College

Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University

Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services

Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University

Linda Samek, Provost, George Fox University

David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College

Patrick Crane, Director, Community Colleges and Workforce Development

Veronica Dujon, Director, Academic Policy and Authorization

Appendix A. University of Oregon English Literature Transfer Agreement

The English major at the University of Oregon (UO) requires students to take a total of 60 credits, with 16 of these credits at the lower-division (LD) level. For Fall 2020 the UO English department is proposing to change the total credits required for the major from 60 to 56, of which 16 are lower-division. Two lower division courses are electives in the major and two are genre courses, designed to survey the full literary history of a genre such as romance, tragedy, fantasy, or slave narrative. Because other English (ENG) departments in Oregon public universities do not require genre courses for their majors, the University of Oregon English Department came up with a special solution for the MTM. After a community college student fulfills two LD electives in the major (which will be fulfilled by one of our path's Arts and Letters requirements and by our Shakespeare requirement), additional 200-level ENG courses (beyond two LD electives in the major) may count toward the ENG 205 Genre course. This means that if a student follows the English Literature MTM path and takes all of the recommended English courses, one American or British survey course will now equal one genre course at UO (given that the LD English electives have been fulfilled). One ENG course can count toward both the major and the general education or core requirements.

While two ENG 205 genre courses are required for the major, only one is a pre-requisite to begin the Foundations series of 300-level courses that are required of all UO English majors. Our path only takes care of one genre course, so after a student transfers they will still need to take a final 200-level genre course as a junior. However, this will not set a student back because at UO the main way students get off track is through not fulfilling their language requirements for a BA degree, and we have built in language requirements in our path.

If a community college (CC) student only takes two courses, they should transfer as lower-division electives in the major, not as genre courses, and then the student can take ENG 205 Genre at the University of Oregon. If a CC student takes three or more English courses, then the University of Oregon English department is ready to approve the third and fourth as satisfying the genre courses (and thereby meet the goal of the MTM, fulfilling all lower-division requirements for the major) because they assume that with a range of literature courses the student would get an adequate exposure to the concept of genre across various periods and places in literary history. Thus the surveys of American and British Literature are appropriate courses, but so are World Literature and Shakespeare, to teach these students about genre.

Appendix B. Western Oregon University English Literature (BA) Transfer Agreement

Summary of Agreement with WOU:

1. Arts & Letters 200-level Literature course from AAOT list requirement: Western will accept these courses in one of two ways:

- If these courses are not American, British, or Shakespeare literature survey courses they will be accepted as general education AND will count as prerequisites required to take WOU 300-level courses
- If the courses ARE American, British, or Shakespeare literature survey courses they will be accepted toward general education AND the major.
 - American or British Survey courses will count toward fulfilling the four required survey courses of the WOU English Literature major

2. The WOU English department is aware of community college student and the MTM group's desire for more diverse courses to be accepted into the major at WOU. The WOU English department is in the process of hiring faculty who can teach these types of courses. They are willing to offer these courses in the future pending a successful hire. They are willing to explain this in writing to OTAC (see Appendix C).

3. Literature A: 200-level Shakespeare: Transfer students will be able to take Shakespeare at the 200 level and they will not be required to take Shakespeare again at the 300 level. However, to fulfill university upper division coursework requirements, transfer students will still need to take an additional upper division course. However, this requirement does not require transfer students to take more courses and/or credits than native students as seen in this table created by WOU:

# CREDITS	NATIVE STUDENT	TRANSFER STUDENT
Lower Division	90	90
LD Applied to Major	23-28	27-32
UD Applied to Major	37	33
Total Credits in Major	60-65	60-65
Upper Division Requirement (Institutional Requirement)	60	60
UD Major Credits	37	33
Remaining UD Credits Required	23	27
Additional Credits to Degree Completion (Elective)	30	30
Total Credits for Graduation	180	180

4. Literature B: 200-level American or British literature survey courses: Transfer students are not required to take 204 before they transfer. Additionally, transfer students can take any 200-level American or British literature survey course and it will count toward fulfilling the four required survey courses of the WOU English Literature major

5. The WOU English department has stated that by the end of sophomore year, the majority of native (non-transfer) students have taken 4 courses in the major and the aforementioned four courses represent the appropriate amount to take by the end of sophomore year to be considered of junior standing in the major. If students follow the English Literature MTM agreement with WOU and in the near-term (before new faculty are

hired and can offer more diverse courses) take American, British, or World Literature survey courses, transfer students will have completed four courses in the major:

- 2 American, British, or World Literature to satisfy the Arts and Letters requirement
- 1 200-level Shakespeare course to satisfy the Literature A requirement
- 1 American or British survey course to satisfy the Literature B requirement

Core Transfer Map	CC Cr.	EOU	OSU	PSU *B.S. is also possible please see advisor	SOU	UO	WOU
Writing-WR 121	3-4	WR 121 (3-4 credits) Gateway Experience General Education	1 of 1 Writing I course (3-4 credits) 1 of 1 Literature/Arts course (3-4 credits)*	1 of 2 University Writing courses ¹ (3-4 credits)	1 of 3 Strand A – Communication Goals course (3-4 credits) USEM 101 which is equivalent to WR 121	WR 121 (3-4 credits) 1 of 2 Writing Req. for Gen Ed	1 of 2 Foundations: Writing courses (3-4 credits)
Arts & Letters: 2 courses (2 200-level English literature courses from AAOT course list)	6-8	2 Aesthetics and Humanities courses (6-8 credits) *(1 200-level British or American survey course can count toward 300-level course for major) WR 241 & 242 meet major and APC req. (6-8 credits)	1 of 1 Western Culture course (3-4 credits)* 1 of 1 Cultural Diversity course (3-4 credits)	Satisfies 6-8 credits required in Arts & Letters courses ² (6-8 credits) *These courses also count toward major requirements *Up to 12 credits of 200 level Eng literature courses can count toward the major	2 of 3 Strand E – Humanities courses (6-8 credits) *If a student takes English courses in Humanities, those courses count towards the prerequisites in the major	2 Arts and Letters courses (6-8 credits) *Only one ENG course can count for gen ed and also for the major. Other courses in Arts and Letters subjects may count for Gen Ed requirements	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses (6-8 credits) *If Am, British survey or Shakespeare, also can apply to major *If World Lit counts as pre-req in major
Social Science: 2 courses (AAOT course list)	6-8	2 Social Science courses (6-8 credits from two disciplines/prefixes)	1 of 1 Social Processes and Institutions course (3-4 credits) 2 of 3 Biological and Physical Science Courses (8-10 credits) 1 of 1 Mathematics course (3-4 credits)	Satisfies the 6-8 credit Social Science (6-8 credits) *Additional credits which apply to satisfy FRINQ	2 of 3 Strand F – Social Sciences courses (6-8 credits)	2 Social Science courses (6-8 credits)	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (6-8 credits)
Natural Science: 2 courses (lab science course from AAOT course list)	8-10	2 Natural & Info Science courses (8-10 credits from two disciplines/prefixes) *Need at least one biological or physical science course	*The 2 200-level English literature courses will not count toward general education, but will count toward the major. Students interested in OSU should work with an advisor to take more Bacc Core and Liberal Arts Core courses	For BA Satisfies 4 credits of Science or Math (8-10 credits) (*Additional natural science course can count toward elective credits which apply to satisfy FRINQ)	2 of 3 Strand G – Science courses (8-10 credits)	2 Science courses (8-10 credits)	2 of 2 Exploring Knowledge: Scientific Perspectives courses (8-10 credits)
Math: MTH 105 or higher	4-5	1 College level mathematical course (4-5 credits)		For BA: No math required (4 credits)(any 100 level math or higher can count toward elective credits which apply to satisfy FRINQ/SINQ)	1 of 1 Strand D – Quantitative Reasoning course (4-5 credits)	<u>BA</u> No Math requirement; counts as elective credit (4-5 credits) *Math courses can also count for the Science group requirement (not MATH 111, MATH 112, or MATH 127T *Required for transfer as part of CTM agreement	1 of 1 Foundations: Math course (4 credits)
1 course must also satisfy AAOT Cultural Literacy Requirement	27-35 Credits	N/A		N/A Students who transfer without completing the MTM will need to take at least 30 credits of general education to satisfy the FRINQ requirement		Counts as 1 of 2 required Multicultural courses (3-4 credits) this course can double-count for Gen Ed requirements	N/A

Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
WR 122	3-4	Satisfies General Education Gateway Experience elective toward degree (4 credits)	Satisfies Writing II requirement (3-4 credits)	Satisfies second term of university writing requirement (3-4 credits)	2 of 3 Strand A – Communication Goals course (3-4 credits) USEM 102 which is equivalent to WR 122	WR 122 or 123 satisfies 2 of 2 writing requirement for general education (3-4 credits)	2 of 2 Foundations: Writing courses (4 cr)
World Language 100/200 level	4-24	Satisfies BA requirement and Aesthetics and Humanities requirement *24 credit hours of a single foreign lang. <u>or</u> completion of second-year foreign lang. course sequence <u>or</u> completion of upper-division course with two-year lang. pre-req <u>or</u> equivalency certification by appropriate foreign lang. faculty <u>or</u> foreign students educated in a lang. other than English will be considered as meeting BA req. **EOU only offers Spanish so students would need to complete other languages before transfer	Satisfies BA requirement *OSU accepts up to 24 credits in foreign language. 12 credits at 200-level are required for BA degree (12-24)	Satisfies BA requirement *PSU requires second language competency as demonstrated by completion of the final term (203) of the second year language sequence, or by proficiency exam. Additional 100 & 200-level second language courses, below 203 count for Arts & Letters, general electives, and help satisfy FRINQ and SINQ requirements	Satisfies BA requirement *SOU accepts up to 24 credits but requires final term of second year coursework in second language.	Satisfies BA requirement *final term of second year coursework in second language, or demonstration of proficiency. 200-level second language courses count for gen ed but 100-level do not.	Satisfies 4 credits in Foun/Comm & Language & Eng Lit requires 8 credits lang. (unless 203 or higher, then 4)
Shakespeare 2xx	3-4	Satisfies Shakespeare required for major (ENGL 201 or equiv.) (4)	Fulfills Pre-1800 Literature Requirement (ENG 201 or ENG 202 (4 credits))	Fulfills credits toward major *No Shakespeare requirement for English major, though up to 12 credits of 200-level ENG courses may apply to major)	Satisfies 1 of 2, 200-level lit courses accepted toward major *This course would count as one of the prerequisites in the major (3-4 cr.)	Fulfills elective credit toward major *No Shakespeare requirement for English major (3-4 cr) It will count as an LD elective in the major of which 8 cr req.	Fulfills Shakespeare Requirement *Shakespeare is taught as an upper division course at WOU. In order to meet minimum upper division (UD) credit requirements students will need to take UD course to get UD credit, but they do not need to take Shakespeare again
American or British Survey Course 2xx	3-4	Fulfills credits toward major *One 200-level American or British Lit course may be substituted for a req. 300-level Am or Brit course, but literatures and periods cannot be repeated. World lit would count as an elective in the major (4) Fulfills university writing requirement	Fulfills Major Requirement *Satisfies 1 of 2 required American, British, or World Literature survey courses	Fulfills credits toward major *Not required, but up to 12cr of 200-level ENG courses may apply to major	Fulfills credits toward major *No American or British Lit requirement, satisfies 1 of 2 200-level literature courses accepted toward major (3-4 credits) *This course would count as one of the prerequisites in the major	Fulfills credits toward major *No American or British Lit requirement. UO will accept two courses toward electives in major, and a third course as a substitution for the ENG 205 Genre requirement. Only one Genre course is required to begin foundations sequence in upper division.	Fulfills credits toward major *Will count towards American or British Literature survey requirements (16 credits req)
Major Transfer Map Credit Total		40-71	42-62	40-71	40-71	43-75	40-71

Remaining Degree Requirements	EOU	OSU	PSU	SOU	UO	WOU
General Education	*Students need at least two different prefixes in each area—Natural, Mathematical & Informational Sciences (SMI); Aesthetics & Humanities (AEH); Artistic Process and Creation (APC); and Social Sciences (SSC) *60 credits of GEC required in total, including Gateway (GTW) courses *Students may “double-dip” with major and GEC	*Note 51 credits of Bacc. Core Required in total Skills: <ul style="list-style-type: none">• Fitness (3 cr.)• Speech/Oral Comm. (3 cr.)	Arts & Letters - Fine and Performing Arts (4 credits) – subject areas include Art, Art History, Dance, Film, Music, Theater Arts, Architecture	*60 Credits of General ed overall req. Oral Communication 3 of 3 Strand A Communication Goals course (3-4 credits)	*91 credits of General Ed overall req.	*62 credits of general education overall req.
	If students have not yet reached the required credits 60 credits of GEC students could take: <ul style="list-style-type: none">• Courses in any category except possibly AEH. The maximum in each category is 20 credits, 15 in GTW.• At lease on additional APC course in a subject other than WR.	Perspectives: <ul style="list-style-type: none">• Literature and the Arts (3 cr.)• Western Culture (3 cr.)• 3rd Science (4 cr.)	University Studies Sophomore Inquiry (SINQ) - <ul style="list-style-type: none">• Students transferring with 30 -59 credits are required to complete 12 credits (three 4-cr. SINQ courses) at PSU.• Students transferring with 60 -74 are required to take 8 credits (two 4-cr. SINQ courses) at PSU.• Students transferring with 75-89 credits will need to take 4 credits (one 4 cr. SINQ course) at PSU.• Students transferring with 90 or more credits are not required to complete SINQ.	3 of 3 Strand E – Humanities courses (3-4 credits)	Social Science Group Req. *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Health Promotion (3-4 cr.)
		Synthesis: <ul style="list-style-type: none">• Difference Power and Diversity (3)• Contemporary Global Issues (3 cr.) (must take at OSU)• Science, Technology, and Society (3 cr.) (must take at OSU)	University Studies Cluster (12 credits) - 300-400 level courses, must be taken at PSU	3 of 3 Strand F – Social Sciences courses (3-4 credits)	Science *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Critical Thinking (3-4 cr.)
		Liberal Arts Core (15 cr.): <ul style="list-style-type: none">• Humanities (3)• Fine Arts (3)• Social Science (3)• Nonwestern Culture (3)• One additional course from one of the preceding four areas (3).	University Studies - Senior Capstone (6 credits) – (must be taken at PSU)	3 of 3 Strand G – Science courses (3-4 credits) 1 Of 1 Strand H Science, Tech. and Society (3-4 credits)upper division	2 of 2 required Multicultural courses (3-4 credits) this course can double-count for Gen Ed requirements	Citizenship, Social Responsibility, and Global Awareness (3-4 cr.)
			*Students will need to take 72 upper division credits out of the 180 needed to graduate	1 Of 1 Strand I Citizenship and Social Responsibility (3-4 credits)upper division	Arts and Letters Group Req. *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Science, Technology, and Society (an upper division course) (3-4 cr.)

				1 Of 1 Strand J Diversity and Global Awareness (3-4 credits)upper division		
Total Remaining Gen Ed Credits	0-24	16-43	30-34 *depending on total number of transfer credits as described above.	Map fulfills all lower division gen ed. Upper class students required 12 credits of upper division gen ed work. (see strands H, I, J) However, English majors can double dip two English classes in H, I, J strand	12-16	12-16
Remaining Major Requirements	EOU	OSU	PSU	SOU	UO	WOU
Major Requirements	<p>One 200-level rhetoric course (4 cr.) Intro to Rhetoric or Writing in the Community</p> <p>English 316 Approaches to Grammar (4 cr.)</p>	<p>Remaining LD Requirements:</p> <ul style="list-style-type: none"> 1 200-level library skills course 1 200-level elective literature course or American, British, or World Lit survey course 	<p>ENG 300 Literary Form & Analysis (4cr) AND WR 301 Critical Writing in English (4cr)</p>	<p>English 301 Introduction to Literary Analysis and Theory (4 credits)</p>	<p>32 Credits, minimum of 28 taken at UO, max of 8 credits as UD electives</p>	<p>1 200-level Survey (consult with advisor at WOU to determine which one)</p>
	<p>Either News Writing (4 cr) or Methods of Tutoring Writing (4 cr)</p>	<p>2 pre-1800s literature courses (6-8 credits)</p>	<p>Historical Literacy: (8 credits)</p>	<p>Either Eng 371 Topics in British Lit, Eng 381 Topics in U.S. Lit, or Eng 436 Shakespeare (4 credits)</p>	<p>Foundations of English major (301-303 Context, Theory, Text) (12 Cr.)</p>	<p>Common Core Requirements (13) -Linguistics 310 (4) -Literature 317 (4) -Writing 230 (4) -English 498 (1)</p>
	<p>-Needs 1 more 300-level American or Brit Lit (4/40)</p> <p>-1 Cr. In Practicum or Grant Writing</p>	<p>2 post-1800s 300/400 level literature courses (6-8 credits)</p>	<p>Culture, Difference, & Representation (4cr) Take one course from the following list. Eng 326 Literature, Community, and Difference (4) Eng 327 Culture, Imperialism, and Globalization (4) Eng 428 Canons and Canonicity (4)</p>	<p>English 414 Writing for Publication (4 credits)</p>	<p>Writing Requirements (4 Cr.)</p>	<p>Choose One •LIT 439 Studies in US Minority Literature Credits: 4 •LIT 443 Studies in World Literatures Credits: 4</p>
	<p>Choose 1: Prof. Writing, or Pro. Editing & Publishing (4/40)</p>	<p>1 Literary Criticism Course (3-4 credits) Introduction to Literary Criticism (ENG 345)</p>		<p>One linguistics course Eng 490, 491, 492, 494, or 496.</p>	<p>Need to take second genre 205 (3-4)</p>	<p>Choose Two •Upper-division Literature or English courses Credits: 8</p>
	<p>Choose 1: 300 Fiction, Poetry, Writing in the Genres (4/40) Choose 1: Discrimination & Power or Rhetoric of Public Culture (3/40)</p>			<p>Eng 400 (2 credits) and Eng 401 (2 credits) capstone</p>	<p>Need a upper division writing course in major (4 cr)</p>	<p>Choose Two •400-level Literature or English courses Credits: 8</p>

	<p>Choose 1: Multicultural Lit/Film or Gender in Lit/Film (4/40) Choose 1: 400 level Themes, Adv. Wr. Workshop (4/40)</p>					LIT 318 Introduction to Literary Study II Credits: 4
	<p>Capstone Series I & II required. Capstone I (1 cr.), Capstone II (3 cr.), Presentation/Pub--optional (1cr)</p>					
Major Electives	<p>7-9 elective credits. Some may be completed by the path</p>	<p>3 300/400 level Eng or WR elective courses (9- 12 credits)</p>	<p>28 credits of 300-400 level elective course-- Chosen from ENG or WR, excluding WR 323. At least 3 courses (12 cr.) must be at the 400-level.</p>	<p>40 credits total of 300-400 level ENG classes with 8 credits of 400-level lit, 8 credits with writing emphasis 4 credits can be 300 or 400 level Creative Writing</p>	<p>Up to 8 accepted LD, up to 8 accepted UP</p>	
Total Remaining Major Requirements	<p>68 are required. MTM takes care of 29-31 credits so 29-31 remaining</p>	<p>53 are required. MTM takes care of 12-16 so 37-41 remaining</p>	<p>60 are required. MTM takes care of 12 so 48 remaining</p>	<p>68 are required for entire major. MTM takes care of 8 credits, leaving 60 credits in upper division work</p>	<p>60 are required. MTM takes care of 9-12, so 48-51 remaining</p>	<p>61-65 are required. MTM takes care of some, dependent on choices, 8-24 cr (200-level lit and 2nd language)</p>
Remaining Gen Ed +Remaining Major Requirements	<p>(0-24 GEC)+ (29-31 remaining Eng. Lit Req.) = 29-55</p>	<p>(16-43 Bacc Core & LAC) +(37-41 remaining lit) =53-84</p>	<p>(30-34 GE & UNST) + (48 Major)= 78-82</p>	<p>4 credits + 60 credits Map fulfills all of our lower division gen ed. Upper class students required 12 credits of upper division gen ed work. (see strands H, I, J) However, English majors can double dip two English classes in H, I, J strand</p>	<p>(12-16 GE) + (48-51)=61-68</p>	<p>(12-16 GE) + (41-53 major) =53-60</p>
Additional Electives	<p>180- (60 + 68) = 52 credits</p>	<p>180-(51 Bacc Core + 15 LAC + 53 major + 24 lang)= 37 credits</p>	<p>180 – ((40-71 MTM)+(30-34 Rem. GE)+ 48 major)= 31-58</p>	<p>(32 credits of electives after Gen Ed and 2nd lang, & courses in Major if they double dip UD courses for HIJ strand).</p>	<p>180-(91 Gen Ed + 60 Major Req) = 29</p>	<p>180-(62+ (61-65) + 24 cr. Lang)=29-33</p>

The logo features a stylized graduation cap in dark blue with a red and yellow sunburst or compass rose design below it.

**Oregon
Transfer Compass**
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN BIOLOGY

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Biology.

Statewide Transfer Articulation Agreement:

Major Transfer Map in Biology

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Biology Major Transfer Map (MTM) will use the format of an Associate of Science Transfer degree.

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
 - ✓ Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
 - ✓ The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
 - ✓ While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.
5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

Part 2: Limitations

¹ Sections of this contract are modified versions of contracts from Colorado and Washington.

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.
2. Minimum grades required for general transfer and for application to major requirements and prerequisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a “C -” or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.
3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.
4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.
5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- ✓ General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- ✓ AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions’ appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval

process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The Biology MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

The Biology Major Transfer Map (MTM) outlines Oregon community colleges coursework to complete in order to transfer seamlessly to any Oregon four-year public university to earn a bachelor of science (B.S.) in biology. The Biology MTM is intended for students who know they want to transfer and earn a B.S. in biology, but who are unsure of their intended transfer destination. Students should work with their community college advisor to ensure they properly fulfill the requirements of this Biology MTM.

Students who complete courses that fit the listed Biology MTM categories and complete all science series coursework at one school can expect that all of their courses will transfer into general education or major requirements at any Oregon public university. Students who complete all of the listed coursework and have a total of 90 credits can also complete an associate degree. Because completion of the listed coursework or an associate degree is not required, students can transfer to their intended university at any time. The optimal transfer time will generally be a fall term when students have completed any science series in progress, and that is a more important consideration than having all of the listed courses or categories completed. **The course substitutions and recommendations listed below should only be considered by students who are certain of both their intended major and transfer destination.**

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a grade of a “C-” or better in courses in the major; 2) take courses in the major for a grade—they will not be accepted as “pass/no pass”; and 3) earn a cumulative grade point average of 2.0. Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before registering for their first term of community college; 2) seek advising after they have completed the 30-35 credits of the Core Transfer Requirements; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year (average of 15 credits per quarter). Finally, to earn an associate degree, students will need to successfully complete at least 90 credits.

All seven public university in Oregon offer a biology B.S. degree:

Portland State University (<https://www.pdx.edu/biology/biology-major-requirements>)

University of Oregon: (<https://www.eou.edu/biology/>)

Eastern Oregon University: (<https://www.eou.edu/biology/>)

Oregon Institute of Technology: (<https://www.oit.edu/academics/degrees/health-sciences>)

Oregon State University: (<https://catalog.oregonstate.edu/college-departments/science/school-life-sciences/integrative-biology/biology-bs-hbs/>)

Southern Oregon University: (<https://sou.edu/academics/biology/programs/biology-ba-bs/>)

Western Oregon University: (<http://www.wou.edu/biology/degrees-programs/biology-major-requirements/>)

CORE TRANSFER REQUIREMENTS

See an advisor for recommended courses before your first term

<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Social Sciences</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Natural Sciences</i>		
1 st course	Biology 211 or 221 ^{1,2} ¹ Biology 211, 212, and 213 or Biology 221, 222, 223 must be taken at the same institution. ² The BI 21x and BI 22x series are not interchangeable by term (e.g. BI 211 is not equivalent to BI 221).	4-5
2 nd course	Biology 212 or 222 ^{1,2} ¹ Biology 211, 212, and 213 or Biology 221, 222, 223 series must be taken at the same institution. ² The BI 21x and BI 22x series are not interchangeable by term (e.g. BI 212 is not equivalent to BI 222).	4-5
<i>Mathematics</i>		

1 course	Math 111 ¹ ¹ Students who test out of Math 111 should take Math 112.	4-5
<i>At least 1 Core Transfer Requirement course must also be an AAOT-approved Cultural Literacy course</i>		
Core Transfer Requirement Total		30-35
ADDITIONAL MAJOR TRANSFER MAP COURSES <i>See an advisor for recommended courses</i>		
<i>General Education</i>		
Writing	Writing 122 or Writing 227 *OSU accepts either but recommends 227 *WOU & UO accepts either but recommends 122	3-4
Math	Math 112 ¹ ¹ Students who test out of Math 112 may substitute a recommended elective (see recommended electives listed below).	4-5
<i>Major Requirements</i>		
Biology	Biology 213 or BI 223 ^{1, 2} ¹ Biology 211, 212, and 213 or Biology 221, 222, 223 series must be taken at the same institution. ² The BI 21x and BI 22x series are not interchangeable by term (e.g. BI 213 is not equivalent to BI 223).	4-5
Chemistry	3-course General Chemistry sequence with lab	12-18
Physics/Math/ Chemistry	<u>PICK TWO SEQUENCES</u> <i>Strongly recommend seeing an advisor for assistance with choosing sequences which best match your specific academic, pre-professional, and career goals</i> <ul style="list-style-type: none">• 3-course General Physics (algebra or calculus)• MTH 251 (Differential Calculus) & 252 (Integral Calculus)^{1,2}• 3-course Organic Chemistry sequence^{3,4} ¹ Students transferring to PSU may substitute STAT 243 & 244 for MTH 251 & 252. ² Students transferring to EOU are required to take MATH 241 (Survey of Calculus) instead of MATH 251 and 252. MATH 251 may serve as a substitute for MATH 241. ³ Students transferring to OSU are strongly recommended to take the Organic Chemistry sequence. ⁴ Students considering pre-medical, pre-dental, and pre-pharmacy programs should consider Organic Chemistry sequence. Courses in sequence must be taken at the same institution.	20-33
Additional MTM Courses Total		47-65
<i>Electives</i>	Elective courses to reach 90 credits (see recommended electives listed below)	0-16
MAJOR TRANSFER MAP TOTAL		90-100

RECOMMENDED ADDITIONAL ELECTIVES IF NEEDED TO REACH 90 CREDITS

See an advisor for recommended courses

EOU	OIT	OSU	PSU	SOU	UO	WOU
<ul style="list-style-type: none"> • MTH 243 • Pick a 3rd sequence from physics, math, or chemistry series listed above 	<ul style="list-style-type: none"> • 4-6 credits social science • 1-3 credits humanities • 2 credits lower division health biology 	<ul style="list-style-type: none"> • COMM 111 • 3 credits Fitness • 1 Difference, Power and Discrimination course • Pick a 3rd sequence from physics, math, or chemistry series listed above 	<ul style="list-style-type: none"> • STAT 243 (if not taken to fulfill Physics, Math, Chemistry area) • Pick a 3rd sequence from physics, math, or chemistry series listed above 	<ul style="list-style-type: none"> • MTH 243 • Pick a 3rd sequence from physics, math, or chemistry series listed above 	<ul style="list-style-type: none"> • WR 122 • Pick a 3rd sequence from physics, math, or chemistry series listed above 	<ul style="list-style-type: none"> • WR 122 • Pick a 3rd sequence from physics, math, or chemistry series listed above

Part 5: Signature of Participating Institutions

**Biology Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement**

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on November 27, 2018 and forwarded it for approval by the chief academic officers of Oregon’s public universities offering a Bachelor of Science in Biology degree and the chief academic officer of Oregon’s community colleges (*Note: Signatures are on file at the Higher Education Coordinating Commission*)

Signatures on file:

_____	_____	_____	_____
Eastern Oregon University	Date	Oregon State University	Date
_____	_____	_____	_____
Portland State University	Date	Oregon Institute of Technology	Date
_____	_____	_____	_____
Southern Oregon University	Date	Western Oregon University	Date
_____	_____	_____	_____
University of Oregon	Date	Blue Mountain Community College	Date
_____	_____	_____	_____
Central Oregon Community College	Date	Chemeketa Community College	Date
_____	_____	_____	_____
Clackamas Community College	Date	Clatsop Community College	Date
_____	_____	_____	_____
Columbia Gorge Community College	Date	Klamath Community College	Date
_____	_____	_____	_____
Lane Community College	Date	Linn-Benton Community College	Date
_____	_____	_____	_____
Mt. Hood Community College	Date	Oregon Coast Community College	Date

Portland Community College Date

Southwestern Community College Date

Treasure Valley Community College Date

Rogue Community College Date

Tillamook Bay Community College Date

Umpqua Community College Date

Part 6: Biology Major Transfer Map Participants

Group Coordinators:

Public Universities:

Laura Mahrt	Eastern Oregon University
Lloyd Parratt	Oregon Institute of Technology
Lori Kayes	Oregon State University
Brock McLeod	Oregon State University
Leah Tuor	Portland State University
John Roden	Southern Oregon University
Cristin Huslander	University of Oregon
Erin Baumgartner	Western Oregon University

Community Colleges:

Sascha McKeon	Blue Mountain Community College
Sarah Fuller	Central Oregon Community College
Wynn Cudmore	Chemeketa Community College
Tory Blackwel	Clackamas Community College
Nichole Warwick	Clatsop Community College
Christine Andrews	Lane Community College
Wally Shriner	Mt. Hood Community College
Linda Ferguson-Kolmes	Portland Community College
Katie Strong	Rogue Community College
Robert Pietruszka	Tillamook Bay Community College
Arwyn Larson	Treasure Valley Community College
Shauna McNulty	Umpqua Community College

Higher Education Coordinating Commission Staff:

Kia Sorensen	Office of Academic Policy & Authorization
Julia Steinberger	Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College

Incoming Chair: Sarah Witte, Provost & Vice President for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association

Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents

Sal Castillo, Director-Institutional Research, Oregon State University

Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University

Carrie Randall, Academic Advisor, Linn-Benton Community College

Frances White, Professor and Department Head, Anthropology, University of Oregon

Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon

Seth Anthony, Associate Professor, Oregon Institution of Technology

Ann Cary, Instructor math, Portland Community College

Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College

Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College

John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College

Susan Faller, Senior Instructor II, Southern Oregon University

Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University

Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University

Kathy Smith, Associate Professor of Math, Central Oregon Community College

Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College

Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College

Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University

Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services

Director Enrollment Services/ Registrar, Chemeketa Community College

Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University

Linda Samek, Provost, George Fox University

David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College

Patrick Crane, Director, Community Colleges and Workforce Development

Veronica Dujon, Director, Academic Policy and Authorization

Core Transfer Map	CC Credits	EOU	OIT	OSU	PSU	SOU	UO	WOU	
Writing-WR 121	3-4	WR 121 (3-4 credits)	Writing 121 (3 credits)	1 of 1 Writing I course (3 credits)	1 of 2 University Writing courses ¹ (3-4 credits)	1 of 1 Strand A – Communication Goals course (3-4 credits)	WR 121 (3 credits)	1 of 2 Foundations: Writing courses	
Arts & Letters: 2 courses	6-8	2 Aesthetics and Humanities courses (6-8 credits) 2 Artistic Process and Creation courses (6-8 credits)	2 Humanities courses (6-8 credits)	1 of 1 Literature/Arts course (3-4 credits) 1 of 1 Western Culture course (3-4 credits) 1 of 1 Cultural Diversity course (3-4 credits)	<u>BA</u> 6-8 credits of 12 credits required in Arts & Letters courses ²	<u>BS</u> 12 credits of Arts & Letters or Social Science courses	2 of 3 Strand E – Humanities courses (6-8 credits)	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses	
Social Science: 2 courses	6-8	2 Social Science courses (6-8 credits)	2 Social Science courses (6-8 credits)	1 of 1 Social Processes and Institutions course (3-4 credits)	<u>BA</u> Satisfies the 8 credit Social Science/ Science requirement. ****Additional credits apply to FRINQ	****Additional credits apply to FRINQ	2 of 3 Strand F – Social Sciences courses (6-8 credits)	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses	
Natural Science: First 2 courses in 3-course Principles of Biology sequence	8-10	Biology 211 & 212 count towards major & SMI (8-10 credits)	2 Science/ Mathematics courses; lab science requirement met (8-10 credits)	2 of 3 Biological and Physical Science Courses (8-10 credits) (also applied to major) 1 of 1 Mathematics course (4 credits)	<u>BS</u> 8-10 of 12 credit Science (8 w/lab) requirement (8-10 credits)	2 of 3 Strand G – Science courses (8-10 credits)	2 Science courses (8-10 credits)	2 of 2 Exploring Knowledge: Scientific Perspectives courses & 2 of 3 courses required by major in BI 211,212, 213 sequence	
Math: MTH 111 ¹ ¹ Students who test out of MTH 111 may substitute an elective	4-5	Graduation requirement - 1 College level mathematics course (minimum of 3 credits.) ¹ An elective is not needed for EOU. Students will complete this with math 241 or 251. Math 111/112 are prereqs for physics.	1 Science/ Mathematics course; mathematics requirement met (4-5 credits)		<u>BA</u> 1 Science or Math course (4-5 credits)	<u>BS</u> 1 Math or Statistics course (4-5 credits)	1 of 1 Strand D – Quantitative Reasoning course (4-5 credits)	<u>BA</u> 1 math course (4-5 credits) <u>BS</u> 1 math course (4-5 credits)	1 of 1 Foundations: Math course

1 course must also satisfy AAOT Cultural Literacy Requirement	27-35	N/A	Meets Intercultural Studies recommendation		N/A	N/A	Counts as 1 of 2 required Multicultural courses (6-8 credits)	N/A
Major and Elective Courses	CC Credits	EOU	OIT	OSU	PSU	SOU	UO	WOU
WR 122 or WR 227	3-4	Meets University Writing Requirement (4)	Meets general education requirement (4)	Meets Bacc Core Writing II requirement (3)	Meets gen ed requirement (4)	Meets University Studies requirement for 1 Strand B – Thinking course (3-4)	WR 122 Meets gen ed requirement; WR 227 transfers as elective (4)	1 of 2 Foundations: Writing courses (4)
MTH 112¹ ¹ Students who test out of MTH 112 may substitute an elective	4-5	Elective credits* (4-5) * Not a requirement for the major ¹ An elective is not needed for EOU. Math 111/112 are prereqs for physics.	Required for major (4-5)	Elective credits* (4-5) * Prereq for courses required major courses: MTH 251, 252, ST 351, ST 352, etc.	Elective credits*† (4-5) * Prereq for courses required by major. MTH 251, 252, PH 201 [†] As of Fall '19 Mth 112 only needed for students taking Calc vs. Stats.	Elective credits* (4-5) * Prereq for required courses: MTH 251	Elective credits* (4-5) * Prereq for MATH 246 & 251 (major requirement)	Elective credits* (4-5) * Prerequisite for most calculus and PHYS (non-calc) courses
Third course in the 3-course Principles of Biology sequence	4-5	[BIO 213] 1 of 3 courses required by major in Biol 211, 212, 213 sequence (5)	1 of 3 courses required by major in Bio 211,212,213 sequence (4)	1 or 3 courses required by major in BI 21x sequence (4)	1 of 3 courses required by major in BI 211, 212, 213 sequence (5)	1 of 3 courses required for major in BI 211, 212 & 213 sequence (5) & 1 of 3 Strand G – Science courses (5)	1 of 3 courses required for major in BI 211, 212 & 213 sequence (4)	1 of 3 courses required by major in BI 211,212, 213 sequence (5)
3-course General Chemistry sequence (with lab)	12-18	3 of 3 courses required by major in CHEM 204, 205, 206 sequence (15)	3 of 3 courses required by major in CHE 221, 222, 223 sequence (15)	3 of 3 courses required by major in CH 23x/26x sequence (15)	3 of 3 courses required by major in CH 221, 222, 223 sequence (15)	3 of 3 courses required by major in CH 221, 222 & 223 sequence (15)	3 of 3 courses required by major in CH 221, 222 & 223 sequence (18)	3 of 3 courses required by major in CH 221, 222, 223 sequence (15)
Choose 2 sequences ● 3-course General Physics (non-calc) ● MTH 251 & 252 ¹² ● 3-course Organic Chemistry sequence ³⁴ ¹ Students transferring to PSU may substitute STAT 243 & 244 for MTH 251 & 252 ² Students transferring to EOU are required to take	20-33	Math: - Math 251 recommended, meets major requirement for MTH 241 (4) - Math 252 transfers as lower division elective (4) Physics: -201 recommended, meets major requirement (5)	Math: Meets major requirements for MTH 251 & 252 (8) Physics: Meets major requirement for 3-course Physics sequence (12) Organic Chemistry:	Math: Meets major requirements for MTH 251 & 252 (8) Physics: Meets major requirement (choice between 3-course Physics or Computer Science tracks) (15) Organic Chemistry:	Math: Meets major requirement (Students may substitute STAT 243 & 244 for MTH 251 & 252) Physics: - 1 course meets major requirement for PH 201 (5) - 2 courses count toward major requirement for 12 credits of additional science (10) Organic Chemistry:	Math: Meets major requirements for MTH 251 & 252 (8) Physics: Meets major requirement for 3-course Physics sequence (15) Organic Chemistry: - 1 course meets major requirement for CH 331 (4)	Math: Meets major requirements for MTH 251 & 252 (8) Physics: Meets major requirement for 3-course Physics sequence (12) Organic Chemistry: - With ACS score, 2 courses meet major	Math: Meets major requirements for MTH 251 & 252 (8) Physics: Meets major requirement for 3-course Physics sequence (12) Organic Chemistry: Meets major requirement for 3-course organic

<p>MATH 241 (Survey of Calculus) instead of MATH 251 and 252. MATH 251 may serve as a substitute for MATH 241. They may also take MTH 243 instead of MTH 252.</p> <p>³ Students considering pre-medical, pre-dental, and pre-pharmacy programs should consider Organic Chemistry sequence.</p> <p>⁴Organic Chemistry sequence strongly recommended for all transfers to OSU.</p>		<p>- 202 -203 transfer as lower division electives (10) unless students are pursuing pre-health profession</p> <p>Organic Chemistry: Transfers as lower division electives (12-18)</p> <p>*Organic Chemistry with the standardized ACS O'Chem exam and scores at or above 50th percentile will meet the O'Chem req. at EOU (OUS 1999 agreement).</p>	<p>- With ACS score, meets major requirement for 3-course organic chemistry sequence (12); does not count toward upper division credit requirement</p> <p>- Without ACS score, transfers as lower division electives (12-18)</p>	<p>Meets major requirement for 3-course organic chemistry sequence (12)</p>	<p>- 1 course meets major requirement for CH 331 or 334 (4)</p> <p>- 2 courses count toward major requirement for 12 credits of additional science (8)</p>	<p>- 2 courses transfer as lower division electives (8)</p>	<p>requirement for CH 331 & 335/336 (8); 1 course transfers as lower division elective (4)</p> <p>- Without ACS score, all courses transfer as lower division electives (12)</p>	<p>chemistry sequence (12); does not count toward upper division credit requirement</p>
<p>Additional electives to reach 90 credits</p>	<p>0-20</p>	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● MTH 243 ● Pick a 3rd sequence from physics/math/chemistry options listed above 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● 4-6 credits social science ● 1-3 credits humanities ● 2 credits lower division health biology 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● COMM 111 (3) ● 3 credits Fitness (3) ● 1 Difference, Power and Discrimination course (3-4) ● Pick a 3rd sequence from physics, math, or chemistry series listed above 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● MTH 243 (if not taken in MTM and transferring to some pre-professional programs) ● Pick a 3rd sequence from physics, math, or chemistry series listed above 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● MTH 243 ● Pick a 3rd sequence from physics, math, or chemistry series listed above 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● WR 122 ● Pick a 3rd sequence from physics, math, or chemistry series listed above 	<p>Will apply to gen ed or major requirements, or as electives.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ● WR 122 ● Pick a 3rd sequence from physics, math, or chemistry series listed above
<p>Major Transfer Map Credit Total</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>	<p>90-97</p>
<p>Remaining Degree Requirements</p>		<p>EOU</p>	<p>OIT</p>	<p>OSU</p>	<p>PSU</p>	<p>SOU</p>	<p>UO</p>	<p>WOU</p>
<p>General Education</p>		<p>1 course that meets Difference, Power and Discrimination (DPD) requirement (4)</p>	<p>SPE 321 (3)</p>	<p>COMM 111 (3)</p>	<p>Junior Cluster (Univ. Studies) (12)</p>	<p>1 of 1 course in Strand C – Information Literacy (4)</p>	<p>7-9 credits of Arts & Letters</p>	<p>3-4 credits of Foundations: Communication and Language (3-4)</p>

			BI 386 Invert Zoology 6 cr BI 387 Vert Zoology 6 cr	BI 346 Biogeochem (4) * If not taken in MTM CH Option B: CH 334, 337, 335 (8)		
CHEM 334 and 335 (8)	Bio 345 (5)	BI 314 Cell and Molecular Biology (4 credits)	Lab/Field Requirement- Choose two courses with major lab/field componen (3-12)		1 course from ecology/evolution group (4)	BI 357 (4)
CHOOSE ONE OPTION <u>Option A – Ecological concentration:</u> ● Chem 336 (4) ● Biol 313 (3) ● Biol 334 (5) ● Biol 320 (3) ● Biol 415 (3) <u>Option B - Molecular Biology Concentration:</u> ● Chem 450 (4) ● Biol 323 (5) ● Biol 345 (3) ● Biol 431 (5) ● Biol 445 (3) ● Biol 432(5) ● Biol 462 (3)	Bio 346 (3)	BI 370 Ecology (3 credits)	Choose 12 credits of coursework from BI 412-499.		2 300 or 400-level courses with lab/field component (8-11)	CHOOSE ONE OPTION <u>Option A: (15)</u> BI 334, 335, 336 Advanced Human Anatomy & Physiology (12) CH 451 Biochemistry (3) <u>Option B: (16)</u> BI 324 Comparative Vertebrate Anatomy (5) BI 434 Comparative Animal Physiology (4) Choose one: ● BI 326 Developmental Biology (4) ● BI 432 Immunology (4) ● BI 437 Neurobiology (4) ● BI 475 Molecular Biology (4) CH 451 Biochemistry (3) <u>Option C: (16)</u> BI 334, 335, 335 Advanced Human Anatomy & Physiology (12) CH 451 Biochemistry (3) Choose one (4) ● BI 326 Developmental Biology (4) ● BI 432 Immunology (4) ● BI 437 Neurobiology (4) BI 475 Molecular Biology (4)
	CHE 450, 451 (8)	BB 450, 451 Biochemistry (7)	2 credits 200+ level from CH, CS, ESM, G, or PH (2)		12 creds from BI 420-499 (12)	
		MB 302, 303 Microbiology & Lab (5)			1 MAPS course (4)	
		BI 445 Evolution (3)				
		ST 351, 352 Statistics (8)				

		2 credits lower div health bio elective (2)	Biology and Society (0) - all count as a Synthesis Course for the General Education requirements	Upper division BIO Electives to reach requirements for 44 upper division credits and 60 total BIO credits.	5 upper division Bio elective courses (18-25)* * 1 course must be a capstone elective	Upper division BI electives needed to reach 44 upper division credits (?)	
		21 credits upper division health bio electives (21)	Organismal Biology elective (4-5 credits)				
			Physiology elective (3-5)				
			Writing Intensive Course (3)				
			Additional Upper Division Elective (6-8, will be 3-5)				
Major Requirements	Ecological 43-69 Molecular Bio 57-73	69	60-73	33-49	48-74	48-68	47-52
Remaining Gen Ed + Major Requirements	58-93	79-87	75 - 91	51-67	69 - 98	65-90	63-72
Additional Electives	0-32	3-11	0-15	23-39* * Including upper division BIO electives	0-21	0-25	18-27



**Oregon
Transfer Compass**
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN
ELEMENTARY EDUCATION

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Elementary Education.



Statewide Transfer Articulation Agreement:

Major Transfer Map in Elementary Education

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Elementary Education Major Transfer Map (MTM) will use the Associate of Arts Oregon Transfer degree (AAOT-ELEM ED).

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
 - ✓ Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
 - ✓ The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
 - ✓ While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.
5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

¹ Sections of this contract are modified versions of contracts from Colorado and Washington.

Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

2. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- ✓ General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- ✓ AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across

the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The Elementary Education MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are

held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses and to learn about professional Elementary Education application processes</i>		
<i>Writing</i>		
1 course	WR121* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4
<i>Arts & Letters</i>		
1 st course	ENG 104, 105, or 106	3-4
2 nd course	Intro to Drawing or Intro to Design	3-4
<i>Social Sciences</i>		
1 st course	HST 201, 202, or 203	3-4
2 nd course	World/Cultural Geography or Cultural Anthropology	3-4
<i>Natural Sciences</i>		
1 st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2 nd course	Earth Sciences w/lab	4-5
<i>Mathematics</i>		
1 course	MTH 211	4-5
<i>***At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
<i>**** Courses must total minimum of 30 credits, can be filled by an elective credit if needed</i>		
Core Transfer Requirement Total		30-35
ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses and to learn about professional elementary education programs and application processes</i>		
Writing	WR 122* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4

Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes <ul style="list-style-type: none"> • Students interested in the WOU 4 Yr. licensure program can also take linguistics • 200-level world languages also recommended 	3-4
3 rd Social Science	American Government	3-4
4 th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3 rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38
EDUCATION COURSES*		
<p>* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education See an advisor for recommended courses and to learn more about professional elementary education programs and application processes</p>		
Education Foundations/Introduction to Education		3-4
Child Development/ Learning & Development		3-4
Multicultural Education/Culturally Responsive Pedagogy		3-4
Special Education		3-4
Practicum		3
Section Total		15-19
Grand Total		74-92
ELECTIVES		
Elective courses to reach 90 credits (See recommended electives on page 3)		0-16
MAJOR TRANSFER MAP TOTAL		90-100

4 Yr. Licensure and Non-Licensure Programs					
<i>See an advisor for recommended courses and to learn more about these programs and the application processes</i>					
4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades-4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)

				(program available in 2021)	
SOU requires a 2.75 GPA for entrance and nothing less than a C- in any required course (education or otherwise). Exceptions made on a case by case basis.	All "ED" prefix courses (or courses that sub in for ED prefix courses) must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year.	Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C- or better to transfer.	Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C or better to transfer.	Minimum course grade is a C and GPA requirement is 3.0. Exceptions may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students support to help them reach their goals	Minimum cumulative GPA for admissions consideration is 2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer.

Recommended Electives

See an advisor for recommended courses and to learn more about these programs and the application processes

4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades- 4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
Recommended: <ul style="list-style-type: none"> WR 123 Early Childhood Ed Courses Children's Literature 	Recommend: <ul style="list-style-type: none"> Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) Creative arts for teachers course LING 210 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course Children's Literature 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> Ethnic Studies Early Childhood Ed Course WR 123

¹ OSU College of Education also has a double-degree licensure program. This program requires students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (36 extra credits). This program may take more than four years to complete and some of the required courses differ from the course path on the MTM. Students interested in the Double Degree should seek advising from the OSU College of Education.



Southwestern Community College Date

Tillamook Bay Community College Date

Treasure Valley Community College Date

Umpqua Community College Date

Part 6: Elementary Education Major Transfer Map Participants

Group Coordinators:

Public Universities:

Ronda Fritz	Eastern Oregon University
Matthew Nyman	Oregon State University
Rachael Schuetz	Oregon State University-Cascades
Susan Faller	Southern Oregon University
Alison Schmitke	University of Oregon
Angel Dorantes	University of Oregon
Marie LeJeune	Western Oregon University
Kristin Mauro	Western Oregon University

Community Colleges:

Daniel Anderson	Blue Mountain Community College
Dawn Kennison-Kerrigan	Blue Mountain Community College
Angie Cole	Central Oregon Community College
Amy Howell	Central Oregon Community College
Cecelia Monto	Chemeketa Community College
Laurette Scott	Clackamas Community College
Celeste Petersen	Clatsop Community College
Kanoe Bunney	Lane Community College
Christy Stevens	Linn-Benton Community College
Lisa George	Portland Community College
Deborah Murphy	Rogue Community College
Jamie Jennings	Klamath Community College
Susan Bolyard	Treasure Valley Community College
Gwen Soderberg-Chase	Umpqua Community College
Maidie Rosengarden	Southwestern Oregon Community College

Teacher Standards and Practices Commission:

Anthony Rosilez	Executive Director
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Oregon Department of Education:

Holly Dalton	Office of Teaching, Learning, and Assessment
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Higher Education Coordinating Commission Staff:

Kia Sorensen Office of Academic Policy & Authorization
Julia Steinberger Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College
Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association
Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents
Sal Castillo, Director, Institutional Research, Oregon State University
Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University
Carrie Randall, Academic Advisor, Linn-Benton Community College
Frances White, Professor and Department Head, Anthropology, University of Oregon
Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon
Seth Anthony, Associate Professor, Oregon Institution of Technology
Ann Cary, Instructor math, Portland Community College
Blake Hausman, English and Native American Studies Instructor,, Portland Community College
Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College
John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College
Susan Faller, Senior Instructor II, Southern Oregon University
Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University
Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University
Kathy Smith, Associate Professor of Math, Central Oregon Community College
Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College
Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College
Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University
Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services
Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University
Linda Samek, Provost, George Fox University
David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College
Patrick Crane, Director, Community Colleges and Workforce Development
Veronica Dujon, Director, Academic Policy and Authorization

Appendix A. Eastern Oregon University Elementary Education Transfer Agreement



Summary of Agreement with EOU:

1. The EOU Education department is aware of community college students and the MTM group's desire for more exposure to education courses prior to entrance in our Undergraduate Education Program. EOU is in the process of dropping the Development and Individual Differences course to a 200-level course for both first time freshman and transfer students. This process will require approval from College of Education faculty and the dean, as well as EOU's Educational Policy and Curriculum Committee (EPCC) and the state of Oregon Teacher Standards and Practice Commission (TSPC), as a program change would be required. A proposed 200-level course will be presented to faculty during a Fall 2019 College of Education faculty meeting. Once a syllabus has been refined by faculty, a proposal to the EPCC will be presented in winter of 2020. If EPCC approval is granted, the program change will be presented to TSPC in spring of 2020 for proposed implementation in Fall, 2020.
2. In the meantime, EOU will accept 100 & 200 Level multicultural education courses, introduction to education/education foundations courses, and child development/learning development courses from Oregon community colleges as replacement credit for the following EOU Undergraduate Education Program courses:
 - a. ED 130: Multicultural Education
 - b. ED 242: Intro to Education
 - c. EDU 313: Development and Individual Differences
3. Once the Development and Individual Differences course is a 200-level course for both first time freshman and transfer students, EOU will continue to accept multicultural education, introduction to education, and child development courses from Oregon community colleges as replacement credit for:
 - a. ED 130: Multicultural Education
 - b. ED 242: Intro to Education
 - c. EDU 2XX: Development and Individual Differences
4. Practicum experience courses at the 100 & 200 level courses will be accepted for admission requirements as long as a minimum of 30 hours of classroom experience is required. To fulfill upper division practicum requirements, students will still need to enroll in all practicums within our Undergraduate Education Program. However, this requirement does not require transfer students to take more courses and/or credits than native students.

Appendix B. Oregon State University- Cascades Elementary Education Transfer Agreement

Students entering Oregon State University- Cascades Elementary Education Major with the Education MTM completed will be given credit for their Freshman and Sophomore year classes, along with these pre-requisites for the professional program admissions. Student coming in with the Education MTM will be in the same place as first time freshman students, and will be at no disadvantage.

Pre-requisites for Professional Program admissions:

C grade or better required in courses below.

Covered by the MTM-Education Foundations/Introduction to Education: (OSU Equivalent: ED 216 Purposes, Structure & Function of Education in a Democracy (3))

OSU-Cascades will accept a 200-level class that provides an introduction to the historical, social, philosophical, political, legal and economic foundations of education in the United States, and other countries. The class provides a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces.

Covered by the MTM-Multicultural Education: (OSU Equivalent: ED 219 Civil Rights and Multicultural Issues in Education (3))

OSU-Cascades will accept a 200-level class that examines the context of working with students, schools, communities and workplaces. The class celebrates and prepares teachers for the diversity of learners, learning cultures (e.g. urban, suburban, rural) and the diversity among learners within those different cultures; and the influence of culture on one's learning.

Covered by the MTM MTH 211. Foundations of Elementary Mathematics (4)

Covered by the MTM MTH 212. Foundations of Elementary Mathematics (4)

This course is not covered by the MTM, but can be easily taken as a Junior elective. HDFS 201. Contemporary Families in the US (3)

Covered by the MTM through a Development class- Child Development/Learning and Development: (OSU Equivalent: HDFS 311 Infant and Child Development (4))

OSU-Cascades will accept a range of 200-level development classes across the lifetime. Accepted classes may cover infant to K-12 to adult learner social/emotional/cognitive development across multiple areas of learning. The class may consider impact on classroom pedagogy.

Support Courses (Non-Professional Program):

Support courses can be taken before or after admissions into program.

C grade or better required in all courses below to continue to Student Teaching Advancement.

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 431. Family, School, and Community Collaboration (3) *HDFS 311 pre-req*

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 432. Children and Youth with Special Needs (3)

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 447. Families and Poverty (4)

Covered by the MTM through MTH 213 MTH 390: Foundations of Elementary Mathematics (4)

Covered by the MTM PSY 201 or PSY 202 General Psychology (3)

The Professional Elementary Education Program

The Elementary Education major requires students to apply to the Professional Elementary Education Program to progress into winter term third year (junior year) courses. Applications to the Professional Program are submitted spring term of the second year. Applications are accepted through Sept 15th for the follow winter term. Program pre-reqs that may be in fall term as in progress are approved as conditional admit dependent fall term grades.

Professional Application Requirements:

- 60 credit hours of college coursework
- 3.0 preferred overall GPA
- Complete prerequisite courses with a grade of C or better: ED 216, ED 219, MATH 211, MATH 212, and one of the following: HDFS 201 or 311
- a resume and statement of objectives
- TSPC Character Questionnaire
- Attempt the Oregon Educator Licensure Assessments (ORELA) Civil Rights Exam.
- Attempt the National Evaluation Series (NES) Elementary Education I and II subtests
- Professional program students will take three terms of ED 409: Practicum in the schools (2 credits each term). *The MTM will cover the first term (2 credits) of ED 409. Any 200-level class that provides a practicum experience of at least 60 hours working with children in pre-school or elementary school settings will count.*

Teacher Candidacy/Student Teaching:

Advancement to Teacher Candidacy and Student Teaching (Fall Term, fourth year) is based on

- completion of all Bacc Core requirements
- All Professional Program classes must have a GPA of 3.0
- All program courses must be C grade or higher
- Complete more than 60 hours of mentored classroom observations in practicum
- Earn a passing score on the Oregon Educator Licensure Assessments (ORELA) Civil Rights Exam.
- Earn a passing score on the National Evaluation Series (NES) Elementary Education I and II subtests

OSU Graduation Requirements

Students pursuing a degree at OSU must meet the following requirements in addition to program and college requirements.

- 180—total number of credits required to graduate from OSU
- 60—number of upper division credits required
- 124—maximum number of credits that will transfer from a community college
- 45 of last 75 credits must be OSU credits
- Maintain a 2.0 or better university GPA

Appendix C.: Oregon State University- Hybrid Elementary Education Program Transfer Agreement

Summary of Agreement with Oregon State University:

The intent of the **Hybrid Licensure Program** is for students to complete 90 credits of course work and then enroll in the two-year OSU hybrid program to fulfill 90 credits of education courses including two OSU Baccalaureate Core courses and all licensure requirements

The Oregon State University two-year Hybrid Licensure Program was built in collaboration with Columbia Gorge Community College (CGCC). CGCC developed and implemented five education courses and four general education courses to fully prepare students to transfer to the OSU program and reach the required 90 credit hours for an Associates of Arts Oregon Transfer degree. The CGCC AAOT also provides students opportunities to fulfill all but two of OSU required Baccalaureate Core courses, which are included as part of the 90 credit two-year Hybrid Licensure Program.

To participate in the Oregon Higher Education Coordinating Committee Major Transfer Map for Elementary Education OSU will abide by the following transfer agreements for courses taught by CGCC:

- a. OSU will accept 200-level courses in Child Development, Education Foundations & Multicultural Education.
- b. OSU will accept three 200-level practicum credits as replacement for ED293 Practicum (one credit) and ED294 Seminar (two credits).
- c. OSU will waive ED101 Teachers Make a Difference course (1 credit) that is taught at CGCC.
- d. OSU will provide a three credit elective space in the fall term of the first year during that students can take HDFS 201 Contemporary Families in the U.S. This course is offered online.

Appendix D. University of Oregon Educational Foundations Transfer Agreement

Summary of Agreement with UO:

1. Education Foundations and Multicultural Education are 100 and 200-level courses, respectively, at UO, and transfer from the community college as meeting major requirements. As of 2020 fall term, Child Development course will count for EDST 211, Childhood Studies.
2. Written English I and II, Arts and Letters, Social Sciences and Sciences courses from AAOT list requirement. The UO accepts all these courses as general education requirements. Note in order to count all (4) science courses must include a laboratory or a discussion session. The Educational Foundations Major requires all students, First Time Freshman or Transfer, to complete (4) science courses with a laboratory or a discussion session.
3. Educational Foundations is a non-licensure education major focused on elementary education. It serves as a runway for licensure in UOTeach or other graduate programs. Students interested in teaching middle or high school major in the subject matter they want to teach and can add the Certificate in Educational Foundations: Secondary. Similar to the Educational Foundations major, the certificate is a runway for licensure in UOTeach or other graduate programs.
4. All students, First Time Freshman and Transfer, apply to the major during their sophomore year. Admitted students begin in the major as juniors. Starting Fall 2020, no application to the major will be necessary and all students (First Time Freshman and Transfer) will be able to declare the major anytime.

# CREDITS	First Time Freshman STUDENT	TRANSFER STUDENT
Lower Division	90	90
LD Applied to Major	64	64
BA language courses (BA or BA)	27	27
BS math courses (BA or BS)	12	12
Total Credits in Major (BA) Includes pre-education and math education courses	69	69
Total Credits in Major (BS) Includes pre-education courses	61	61
Upper Division Requirement (Institutional Requirement)	62	62
UD Major Credits (BA)	61	61
UD Major Credits (BS)	53	53
Remaining UD Credits Required (BA)	1	1
Remaining UD Credits Required BS	9	9
Additional Credits to Degree Completion BA (Electives)	20	20
Additional Credits to Degree Completion BS (Electives)	43	43



Total Credits for Graduation	180	180
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Appendix E. Southern Oregon University Transfer Agreement



Summary of Agreement with Southern Oregon University:

1. In order to meet the expectation for more lower-division education coursework as part of the MTM process, The School of Education at SOU has revised the coursework leading to a BS Degree in Education Studies with the potential to also earn a teaching license for the state of Oregon. SOU has completed the following changes:
 - a. Introduction to Teaching (ED 251) is now a required course.
 - b. Music for Teachers (ED 215) has been renumbered from a 400-level course.
 - c. Art for Teachers (ED 273) has been renumbered from a 400-level course.
2. Additional changes have been approved by the Education department and now go to the University curriculum committee for approval as of fall term 2020:
 - a. Practicum (ED 209) will be changed from two to three credits
 - b. Whole Child Development (ED 240) will be renumbered from a 400-level course and will be required for all students in the major.
3. Southern Oregon University will accept 100 & 200 level practicum courses, introduction to education/education foundations courses, and child development/learning development courses from Oregon community colleges as replacement credit for the following SOU Undergraduate Education Program courses:
 - a. ED 209 – practicum (it is preferred that these credits include volunteer hours in three different settings – pre-school, primary, upper elementary)
 - b. ED 251 - Introduction to Teaching
 - c. ED 240 – Whole Child Development

Core Transfer Map	CC Credits	EOU	OSU-Hybrid Program (available 2021)	OSU-Cascades	SOU	UO	WOU
Writing-WR 121	3-4	WR 121 (4 credits)	WR 121 (3-4 credits)	WR 121 (3-4 credits)	1 of 1 Strand A – Communication Goals course USEM 101 (3-4 credits)	WR 121 (3-4 credits)	1 of 2 Foundations: WR 121 (4 credits)
Arts & Letters: ENG 104, 105, or 106 & Intro to Drawing or Intro to Design	6-8	2 Aesthetics and Humanities courses (from different disciplines if not part of AAOT) (6-20 credits)	<p>ANY ENG (6 credits), Intro to Drawing (drawing not typically accepted at OSU but will be accepted as part of CTM and AAOT)</p> <p>HST 201-203 (6 credits, BACC Core Western culture/DPD) *Not sure one World/Cultural Geog or Anthro</p> <p>2 Bio or Physical Sci (8 credits, BACC Core))</p>	<p>ANY ENG (6 credits) (Drawing not typically accepted at OSU but will be accepted as part of CTM and AAOT)*OSU does not typically require 2 Arts and Letters</p> <p>HST 201-203 (6 credits, BACC Core Western culture/DPD)</p> <p>2 Bio or Physical Sci (8 credits, BACC Core))</p>	2 of 3 Strand E – Humanities courses (6-8 credits)	Arts and Letters courses. UO requires 15-16 credits of approved arts and letters courses. No specific courses are required. (6-8/15-16 Credits)	<p>1 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses</p> <p>ENG 104, 105, 106 (choose one) replace Lit 102 a Genre course that students can take up to 2 times (4-8 credits)</p> <p>Note: ED 230 Children’s Literature is second literary/aesthetic course.</p> <p>Beginning Design: 2-Dimensional (A115) meets communication/language Gen ED and is a required pre-req. for upper division program requirement. (3 credits)</p>
Social Science: HST 201, 202, or 203 & World/Cultural Geography or Cultural Anthro	6-8	2 Social Science courses (from different disciplines) (6-20 credits)	Math (4 credits, BACC Core)	Math (4 credits, BACC Core) & major requirement	2 of 3 Strand F – Social Sciences courses (6-8 credits)	Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific courses are required. (6-8/15-16 credits)	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (HST 201, 202, 203 (4 credits, choose one) 4 credits, Geography)
Natural Science: BI 101 with lab or discussion section & Earth Sciences w/lab	8-10	2 Natural & Info Science courses (from different disciplines)-- Life Science & Earth Science (6-20 credits) @ least one course must be a Physical or Biological.			2 of 3 Strand G – Science courses (8-10 credits)	Science courses with labs. UO requires 15-16 credits of approved arts and letters courses. Education major requires courses in Biology, Geology, Astronomy, Chemistry, and Physics. (8-10/15-16 credit)	2 of 2 Exploring Knowledge: Scientific Perspectives courses (4 credits, BIO 101, ES)

Math: MTH 211	4-5	1 College level mathematics course (4 credits)			1 of 1 Strand D – Quantitative Reasoning course (4-5 credits)	Counts toward 1 term of requirement for 1 year college level Math (4 credits)	1 of 1 Foundations: Math course (MTH 211, 4 credits (fills first half of math requirement))
1 course must also satisfy AAOT Cultural Literacy Requirement		N/A			N/A	Any course transferred in as a Multicultural. UO requires two courses, 8 credits.	N/A
Courses must total minimum of 30 credits, can be filled by an elective credit if needed	30-35	Additional credits taken to reach 30 in the Foundational Curriculum will be applied to the general education category associated with them.	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.	Additional courses taken to reach 30 credit minimum will be applied to the appropriate University Studies category	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.
Additional Gen Ed Courses	CC Credits	EOU	OSU-Hybrid Program (available 2021)	OSU-Cascades	SOU	UO	WOU
WR 122	3-4	Fulfills 1 of 2 writing courses required (if student does not complete AAOT needs WR122 and WR123 OR 200 level or higher in writing)	Fulfills Bacc Core English Composition, WR 222 (3 credits)	Fulfills Bacc Core English Composition, WR 222 (3 credits)	Fulfills USEM 102 WR 122 transfer course equivalent (3-4 credits)	Fulfills WR 122 (3-4 credits)	Fulfills required writing for Gen Ed. (4 credits)
Public Speaking (COM 111)	3-4	Gen Ed, Fulfills COM111 or COM112 or Thea150 (3-4 credits)	Fulfills COM 111, Bacc Core req. (3 credits)	Fulfills COM 111 or COM 218, Bacc Core req. (3 credits)	Fulfills USEM 103 (various speech communications courses accepted) (3-4 credits)	Counts toward university Arts and Letters (3-4 credits)	Meets the Comm/Language requirement for Gen Ed. (4 credits)
Arts and Letters (select from AAOT outcomes list)**200-level world language recommended	3-4	A third Arts and Letters can count toward general education (3 credits) **World Lang only counts if they did not take it in high school	A third Art and Letters not typically req. at OSU but would count toward AAOT **World Lang. (only need 2 terms in college if 2 years in h.s. not fulfilled for B.S.)	A third Art and Letters not typically req. at OSU but would count toward AAOT **World Lang (only need 2 terms in college if 2 years in h.s. not fulfilled for B.S.)	1 of 3 Strand E – Humanities courses **200-level World Language accepted as 1 of 3 Strand E	Gen Ed, Arts and Letters courses. UO requires 15-16 credits of approved arts and letters courses. No specific courses are required. **World Language would count toward Arts and Letters	Arts and Letters course **World language counts as elective credit. WOU recommends students take children’s literature for 3rd Arts and Letters AAOT requirements. Other courses would count as electives
American Government	3-4	Gen Ed Social Sci: Fulfills POLS 101, (5 credits); will also accept	Fulfills BACC Core PS 201 (3 credits)	Fulfills BACC Core PS 201 (3 credits)	Elective credit Critically important for ORELA prep	Gen Ed, Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific	Major requirement: PS 201 or PS 202 (4 credits)

(3rd Social Science)		US History (HIS201 or HIS202-5 credits)				courses are required. (3-4 credits)	
Psychology (PSY 201 or 202) (4th Social Science)	3-4	Gen Ed, Social Science, PSY201 or 202 (4 credits)	Major Requirement, PSY 201 (4 credits)	Major Requirement, PSY 201 or PSY 202 (4 credits)	Elective credit Foundational for child development, req. for MA degree	Gen Ed, Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific courses are required.	Major requirement: Accepts any Psych (3-4 credits)
Natural Sciences (3rd lab science from AAOT course list)	4-5	Gen Ed, Physical Science w/ lab (3-4 credits)	BACC Core, Bio or Phys with Lab (4 credits)	BACC Core, Bio or Phys with Lab (4 credits)	1 of 3 Strand G – Science courses (4-5 credits)	Gen Ed, Science courses with labs. UO requires 15-16 credits of approved arts and letters courses. Education major requires courses in Biology, Geology, Astronomy, Chemistry, and Physics.	Second course in Earth Sci fulfills major requirements (4-5 credits)
MTH 212	4-5	Satisfies major requirement for MTH 212 (4 credits)	Required for CoEd 4 credits (4-5 credits)	Satisfies major requirement for MTH 212 (4 credits)	Satisfies major requirement for MTH 212 (4-5 credits)	Counts toward 1 term of requirement for 1 year college level Math (4 credits)	Required, satisfies second half of Math Gen ED, and required for major (4 credits)
MTH 213	4-5	Satisfies major requirement for MTH 213 (4 credits)	Required for CoEd (4 credits)	Satisfies major requirement MTH 213 is MTH 390 at OSU (4 credits)	Satisfies major requirement for MTH 213 (4-5 credits)	Counts toward 1 term of requirement for 1 year college level Math (4 credits)	Required for major (4 credits)
Health	2-4	Health and Wellness Gen Ed (HWS 250 or 298-3 credits)	BACC Core, HHS 231 (2 credits)	BACC Core, HHS 231 (2 credits)	1 of 3 Strand F – Social Sciences courses & major requirement for HE 250 or 275 (3 credits)	Not required, elective credit (3 credits)	Required for Gen Ed (4 credits)
Additional Gen Ed Course Total	29-39						
Education Courses	CC Credits	EOU	OSU-Hybrid Program (available 2021)	OSU-Cascades	SOU	UO	WOU
Education Foundations/ Intro to Education	3-4	Fulfills major req. ED 242 (Intro to Education) (3credits)	Fulfills major req. ED 216 (3 credits)	Fulfills major req ED 216 (3 credits)	Fulfills major req. ED 251 Intro to Teaching (3 credits)	Fulfills major req. EDST 111	Fulfills major req. ED 200 or ED 220 (will not count as social science)(3 credits)
Child Devt/ Learning and Devt	3-4	Fulfills major req., (EDU 313 Development and Individual Differences (3 credits))	Fulfills major req., will accept 200-level child development for HDF5 311 (3-4 credits)	Fulfills major req.,will accept 200-level child development for HDF5 311 (3-4 credits)	As of 2020 catalog year, fulfills major req. (ED 240 (3 credits))	As of 2020 fall term, fulfills major req., course will count for EDST 211, Childhood Studies	Fulfills major req., (ED 242 or ED 231 (3 credits))

Multicultural Education	3-4	Fulfills major req. (ED 130, Multicultural Education))	Fulfills major req., ED 219 (3-4 credits)	Fulfills major req. (ED 219 (3 credits))	Lower division elective credit - <i>This would serve as foundational to support the upper division course</i>	Fulfills major req. (EDST 225--School and Representation in Film)	Lower division elective credit (3 credits)
Special Education	3-4	Lower division elective credit - <i>This would serve as foundational to support the upper division course</i>	Lower division elective credit (3-4 credits)	Lower division elective credit (3-4 credits)	Lower division elective credit - <i>This would serve as foundational to support the upper division course</i>	Lower division elective credit <i>This would serve as foundational to support the upper division course</i>	Fulfills major req. (ED 259 or ED 250 (3 credits))
Practicum	3	Lower division elective credit - <i>would fulfill 30 hour required classroom experience for admissions</i>	Counts toward major (Will accept LD practicum credits as replacement for 293 and 294 (3 credits))	Counts toward major (3 credits) of practicum would replace Fall section 1 of ED 409 (2 credits). Students would get lower division credit for the 3 credits they are bringing in.	Satisfies major requirement for ED 209 Practicum (3 credits as of 2020) it is preferred students have 1 credit in preschool, 1 in primary (kinder -3rd grade), 1 cr. in upper elementary (grades 3-6)	Lower division elective credit	Lower division elective credit but would satisfy requirement of first volunteer practicum for admission to ED program (3 credits)
Education Course Total	15-19						
Electives	CC Credits	EOU	OSU Hybrid Program (available 2021)	OSU Cascades	SOU	UO	WOU
Elective Credit to reach 90 req. for AAOT		Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course • Children's Literature 	Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> • WR 123 • Early Childhood Ed Courses • Children's Lit (3 credits) humanities elective <i>This would serve as foundational to support the upper division course</i> 	Recommended: <ul style="list-style-type: none"> • Ethnic Studies, • Early Childhood, and • WR 123 • Children's lit counts as an Elective credit <i>This would serve as foundational to support the upper division course</i> 	Recommended: <ul style="list-style-type: none"> • Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) • Creative arts for teachers course • LING 210
Completed Major Transfer Map	CC Credits	EOU	OSU Hybrid Program (available 2021)	OSU Cascades	SOU	UO	WOU
Credit Total	90-92						

Remaining Degree Requirements	EOU	OSU Hybrid Program (available 2021)	OSU-Cascades	SOU	UO	WOU
General Education	With completion of AAOT, students have satisfied all general education requirements at EOU	Science, Tech, & Society (3-4 credits)	Science, Tech, & Society (3-4 credits) This requirement will be met when students take upper division courses in the major	Upper Division "H" Strand course approved by the university (Integration of science and technology) (3-4 credits)	With completion of the AAOT students have satisfied all general education at UO	With completion of the AAOT students have satisfied all general education requirements at WOU
		Contemporary Global Issues (3-4 credits)	Contemporary Global Issues (3-4 credits) This requirement will be met when students take upper division courses in the major	* Strands I and J are satisfied by major requirements.		
		Writing Intensive Course in Major (WIC)(3-4 credits) This requirement will be met when students take upper division courses in the major	Writing Intensive Course in Major (WIC)(3-4 credits) This requirement will be met when students take upper division courses in the major			
Total Remaining Gen Ed (upper & lower division)	0	6-8	0	3-4	0	0
Remaining Major Requirements	ENGL 316: Approaches to Grammar (4 credits)	ED 420: Classroom Management K-12 (3 credits)	90 credits required in the Junior & Senior year "Professional Program" (7 credits are electives) Student Teaching Cohort Experience: Must advance to student teaching cohort senior year for ED 410s. Students will be reviewed for Student Teaching Advancement after Spring term year 3. College of Education requires a B or above in each section of ED 410: Internship	ED 459 – Philosophical Foundations of Education (3 credits)	EDST 331--Autobiography of Schooling (4 credits)	Linguistics 310 (4 credits) (that they've been accepting Chemeketa's LING 210 class for)
	Practicum courses: EDU 309A (1 credit), 309B (1 credit), ED 421L (1 credit),	ED 483: Developmental Reading (3 credits)	Fall of Junior Year	ED 462 – Human Development (4 credits)	EDST 411—Childhood Studies (3 credits)	Fall of Junior Year

	EDU 309C (1 credit), EDU 479(3), EDU 409A (1 credit), 409B (1 credit) (so 9 total credits of practicum here)		ED 409 Practicum 1 (2 credits) (fulfilled by MTM) HDFS 447#: Families and Poverty (4 credits) Electives: (7 credits)		As of 2020 fall term, course will drop down to EDST 211, Childhood Studies	Elementary Problem Solving: Math 396 (3 credits) Art Education -ARE 433 (3 credits) Introduction to ESL and Bilingual Ed: Ed 481 (3 credits) Science Inquiry & Design for K8 Teachers: GS 325 (3 credits) Option to take: ED 233 (applied adolescent learning and dev.), 34 3(purposes of play in learning), 345 (designing early childhood environment birth to 4th grade), 348 (developmentally appropriate practices: EC play, development and literature) or 380 (introduction and overview to infant mental health).
	Student teaching courses: EDU 417A (4 credits) & 417B (10 credits)	ED 472: Foundations of ESOL (3 credits)	<u>Winter of Junior Year</u> ED 409 (2 credits) Practicum 2 ED 394: Differentiation in the Elementary Classroom (2 credits) ED 463: Strategies for Teaching Physical Education, Health, and Wellness (1 credit) ED 450: Foundations of Education and Planning (4 credits) ED 467/567: Elementary Methods III: Natural & Social Sciences (4 credits) ED 492: Technology Tools for Teaching (2 credits)	ED 357 – Curriculum and Instruction (3 credits)	EDST 422--Technology Education (4 credits)	<u>Winter of Junior Year</u> Math choose one: Math 392 (college algebra for elementary and middle school teachers) 393 probability and statistics for elementary and middle school teachers), 394 (intro to geometry for elementary school teachers), or 398 (discrete math for elementary and middle school teachers) Language Studies for elementary/middle school teachers: Ling 314 (4 credits) Intro to curriculum and assessment: ED 373 (3 credits) Elementary Science Methods :ED 325 (3 credits) Choice between HE 351 (school health programs: elementary) or ED 232 (Health and safety practices for the early childhood environment (birth to 4th grade)) (4 credits)
	EDU 311 Teaching as a Profession (1 credit)	ED 309: Practicum (3 credits)	<u>Spring of Junior Year</u> ED 409 (2 credits) Practicum 3	ED 309 – Advanced practicum. As of 2020 upper division req is 2 credits and LD will be worth 3 credits).(1	EDST 332 and 338--Learning, Teaching and Assessment seminar and classroom field observation (4 credits)	<u>Spring Junior Year</u> Elementary Math Methods: ED 353, (3 credits)

		<p>ED 469/569: Strategies for Teaching the Fine Arts (1 credit)</p> <p>ED 457: Teaching Elementary Mathematics for Understanding (3 credits)</p> <p>ED 465: Elementary Methods I: Literacy (4 credits)</p> <p>HDFS 431: Family, School, and Community Collaboration (3 credits)</p> <p>HDFS 432: Children and Youth with Special Needs (3 credits)</p>	<p>credit) of special education and 1 of English Language Learners required)</p>		<p>Teaching Writing in elementary classroom: ED 374 (3 credits)</p> <p>Family and community involvement in early childhood ed: ED 464 (3 credits)</p> <p>Elementary social studies methods: ED 352 (3 credits)</p> <p>Pathophysiology & exercise: EXS 433 (4 credits)</p>
EDU 312 Classroom Management (2 credits)	SED 459: Science & the Nature of Inquiry (H) (3 credits)	<p><u>Fall of Senior Year</u></p> <p>ED 451 (WIC): Assessment (4 credits)</p> <p>ED 466/566: Elementary Methods II: Mathematics (4 credits)</p> <p>ED 413/513: Learning Environments I: Fostering Classroom Engagement (3 credits)</p> <p>ED 410: Internship (5 credits)</p>	ED 361 Health/PE Methods (3 credits)	EDST 420--Living in a Stratified Society (4 credits)	<p><u>Fall of 4th Year</u></p> <p>Clinical experience seminar 1:ED 404 (1 credit)</p> <p>Clinical experience 1: ED 411 (3 credits)</p> <p>Assessment, planning, & instruction: ED 418 (3 credits)</p> <p>Supporting language, literacy & culture: ED 443 (3 credits)</p> <p>Environment for diverse learners: ED 446 (3 credits)</p>
EDU 314 Introduction to Elementary Literacy (3 credits)	ED 427: Assessment for K-12 Instruction (O) (2 credits)	<p><u>Winter of Senior Year</u></p> <p>ED 452: Using Data to Support All Students (3 credits)</p> <p>ED 472: Foundations of ESOL Education (3 credits)</p> <p>ED 468: Elementary Methods IV: Language Arts (4 credits)</p> <p>ED 414/514: Learning Environments II: Advancing Every Student (2 credits)</p> <p>ED 410: Internship (4 credits)</p>	ED 234 Educational Technology (3 credits)	EDST 333 and 339--Learning, Teaching and Assessment seminar and classroom field observation (4 credits)	<p><u>Winter of 4th Year</u></p> <p>Clinical experience seminar 2:ED 405 (1 credit)</p> <p>Clinical experience 2: ED 412 (3 credits)</p> <p>Technology Integration: ED 421 (3 credits)</p> <p>Content Literacy: ED 444 (3 credits)</p> <p>Methods for Classroom management: ED 450 (3 credits)</p>
EDU 315 Educational Technology (2 credits)	ED 456: Strategies for Teaching Language Arts & Social Studies (H) (3 credits)	<p><u>Spring of Senior Year</u></p> <p>Select one a, b, or c: Specialty emphasis section is part of the professional program:</p> <p>ED 473/573: Instructional Approaches for ESOL</p>	ED 273 Art for Teachers (3 credits)	EDST 440--Physical Education for Diverse Learners (3 credits)	<p><u>Spring of 4th Year</u></p> <p>Professional Dev. Seminar 3: ED 429 (2 credits)</p>

		<p>Education (3 credits) and ED 479/579. Linguistics for Teachers (3 credits) or</p> <p>ED 474/574: Project-Based Mathematics (3 credits) and ED 475/575: Integrated STEM (3 credits)</p> <p>or</p> <p>ED 477/577: Differentiation for Students with Special Needs (3 credits) and ED 478/578: Special Education Law, Rights, & Regulations (3 credits)</p> <p>ED 410: Internship (8 credits)</p>			<p>Clinical Experience 3: ED 498 (10 credits)</p> <p>Electives if needed to reach 180 for 2 credits.</p>
	ED 361 Foundations of Second Language Education (3 credits)	ED 407: Seminar (edTPA) (3 credits)		ED 215 Music for Teachers (3 credits)	EDST 452 and 458 Equal Opportunity and classroom field observation (4 credits)
	EDU 316 Curriculum, Instruction, and Assessment 1 (3)	ED 309: Practicum (C) (3 credits)		ED 431 English Language Learners (3 credits)	EDST 342--Curriculum Studies I (4 credits)
	EDU 317 Elementary Science Methods (2 credits)	ED 458: Strategies for Teaching Wellness & Fine Arts (H) (2 credits)		ED 460 Multicultural Education (3 credits)	EDST 463--Foundations of Reading (4 credits)
	EDU 318 Early Literacy Methods: Curriculum, Instruction and Assessment (3 credits)	ED 457: Teaching Elementary Mathematics for Understanding (H) (3 credits)		ED 435 STEM Methods (4 credits)	EDST 457 and 458 Equal Opportunity and classroom field observation (4 credits)
	ED 421 Second Language Acquisition and ESOL Strategies (3 credits)	ED 448: Students with Special Needs (O) (2 credits)		ED 411, 416, 417, 418 Student Teaching (20 credits)	EDST 343--Curriculum Studies I (4 credits)
	ED 446 Sociolinguistics (3 credits)	ED 407: Seminar (edTPA) (3 credits)		ED 466 Human Relations (3 credits)	EDST 464--Multicultural Literature for Children (4 credits)
	EDU 319 Curriculum, Instruction and Assessment II (3 credits)	ED 409: Practicum (C) (5 credits)		ED 457 Curriculum, Instruction, Assessment (4 credits)	MUS 322--Music Fundamentals (3 credits)
	EDU 320 Exceptionalities (3 credits)	ED 473: Instructional Approaches for ESOL Education (H) (3 credits)		ED 463 Reading Methods (4 credits)	SPED 411--Foundations of Disability (3 credits) starting fall 2020 will drop down to 211

	EDU 321 Elementary STEM Methods (1 credit)	ED 407: Seminar (edTPA) (3 credits)		ED 471 Inclusions (4 credits)		
	EDU 322 Elementary Reading Methods: Curriculum, Instruction & Assessment (3 credits)	ED 409:Practicum (C) (9 credits)		ED 495 Reflective Practitioner (1 credit)		
	MTHE 323 Elementary Mathematics Methods (3 credits)	ED 424: Reflective Practitioner (H) (2 credits)		ED 458 Social Studies Methods (4 credits)		
	ED 462 Language & Cognition in Second Language Learners (3 credits)	ED 410:Internship (C) (13 credits)		ED 410 (3 credits) Guide Group for pre-service teachers		
	ED 479 ESOL Practicum II (3 credits)	ED 340: Supportive Differentiated Environments (O) (3 credits) this course also fulfills a WIC writing intensive in major credit		ED 363 Reading Methods (3 credits)		
	EDU 401 Cultural Diversity Applications (2 credits)	ED 407:Seminar (edTPA) (3 credits)				
	EDU 411 Curriculum/Instruction/Assessment III (2 credits)	Practicum (C) (3 credits)				
	EDU 307 Teacher Performance Seminar (2 credits) Literature in the Literacy					
	EDU 412 Elementary Writing Methods: Curriculum, Instruction & Assessment (3 credits)					
	EDU 413 Elementary Physical Education & Health Methods (2 credits)					
	EDU 414 Elementary Art Methods (3 credits)					
	EDU 415 Elementary Social Studies Methods (3 credits)					

		EDU 416 Classroom Management II (1 credit)					
		EDU 407A & B Student teaching seminar (3 credits)					
		EOU	OSU Hybrid Program (available 2021)	OSU-Cascades	SOU	UO	WOU
Total Remaining Major Requirements		92 credits	80 credits	83 credits	81 credits	54 credits	90 credits
Remaining Electives (180-MTM+Remaining Gen Ed +Remaining Major Requirements)		0 credits	2-4 credits	7 credits	5-6 Credits	44-46 credits	0 credits
Total Credits post-transfer (remaining Gen Ed + remaining major req. + any other remaining requirements)		92 credits	86-88 credits	90 credits	84-85 credits (note: this is for licensure students. Non-licensure students would have fewer upper division required credits; at least 60 to meet BS degree upper division requirements.	54 credits. Education major consists of 56 credits for non-licensure degree. Altogether the UO requires 180 credits to finish BA or BS. AAOT counts for 90, or more, of those credits.	90 credits



Overview - Creating New Transfer Associate Degrees in Oregon

Current Offerings

Oregon community colleges currently offer three transfer specific degrees: the Associate of Arts Oregon Transfer (AAOT), the Associate of Science Oregon Transfer-Business (ASOT), and the Associate of Science Transfer-Computer Science (ASOT). The [AAOT](#) was created in the late 1980s, the [ASOT-Business](#) in 2003, and the [ASOT-Computer Science](#) in 2013-14. All of these degrees are designed to prepare students to transfer as juniors into Oregon public universities and prepare them for upper division coursework necessary to complete a baccalaureate degree. Students who complete the AAOT will have met the general education requirements of all seven public universities, while students who complete the ASOT-Business and ASOT-Computer Science (while following the institutional specific elective requirements) will have met general education requirements and have junior status for registration purposes in their majors. The primary critiques of these current offerings are that the AAOT leads to excess credit for many transfer students because of the variance in general education requirements between the seven public universities. The [ASOT-Business](#) and [ASOT-CS](#) require students to know in advance which university they will transfer to because each institution has specific elective requirements that effectively create seven different pathways.. Criticisms of current offerings, in part, led to the passage of HB 2998 (2017), the formation of OTAC, and to the decision to create a new series of transfer associate degrees that will lead to junior standing in the major with minimal variance between university requirements and without excess credit.

Program Approval Process Overview

The HECC has three separate program approval processes, one for new university programs, one for associate degrees that are designed for transfer to bachelor's degree programs, and one for certificates and associate of applied science degrees in Career and Technical Education (CTE) fields. An overview of the university program approval process can be found [here](#) and the CTE program approval process can be found in the [CCWD Handbook](#). Oregon community colleges are pre-approved to offer associate degrees that are designed to transfer to universities. A short summary can be found [here](#) and in the CCWD Handbook.

Rationale for Creating Associate of Arts Transfer & Associate of Science Transfer Degrees

In order to comply with [Oregon Revised Statute 350.404](#) in a way that provides the strongest guarantees and lowest cost for students, OTAC and HECC staff have recommended that the unified statewide transfer agreements described in law (now referred to as Major Transfer Maps, or MTMs) should be associate degrees. In order to provide maximum clarity for students and institutions, OTAC has recommended a structure where an Associate of Arts Transfer degree would be used for programs leading to a Bachelor of Arts degree and Associate of Science Transfer for programs leading to a Bachelor of Science degree. AAT/AST degrees would also be designated with a "-major" to indicate which university bachelor's degree programs they lead to. A similar model is in place in California ([adegreewithaguarantee.com](#)) and Colorado ([Guaranteed Transfer Pathways](#)).



Proposed Process for Creating Associate of Arts Transfer & Associate of Science Transfer Degrees

Under ORS 341.465, the board of a district operating a community college, upon approval of the Higher Education Coordinating Commission, may award certificates and associate degrees and training certificates indicating completion of noncredit courses and programs. Oregon Administrative Rule (OAR) 589-006-0100 states that HECC will provide community college district boards with the standards, criteria, and procedures required for state program approval. This information is contained in the Oregon Community Colleges Handbook & Planning Guide (CCWD Handbook). The proposed process outline is below:

1. Change Oregon Administrative Rules Chapter 589 Division 6 ([Community College Course Approval](#)). Update 589-006-050 with definitions of AAT & AST. Create new section 589-006-0250 to describe program approval. Include in OAR definition:
 - Transfer associate degrees are 90 credits unless another optimal transfer point is agreed to;
 - Core Transfer Map is the foundation for general education. Additional general education requirements can be added by the MTM workgroup if they are determined to be of benefit to students, do not lead to excess credit, and still lead to junior standing in the major
 - Define process for updating transfer associate degrees and maintaining alignment
2. Update CCWD Handbook with detailed description of program approval process, including how degrees may be updated.
3. Maintain AAOT & ASOT as options for now where completing general education and lower division major requirements can be done in 90 credits and is the best preparation for students (Elementary Education), while continuing to look for ways to streamline and simplify transfer tools.

Proposed Approval Process

1. HECC convenes three Major Transfer Map (MTM) workgroups per year based on requirement of HB 2998 (2017) and process developed by HB 2998 workgroup.
2. MTM workgroup develops pathway and makes recommendation about which 2 year degree path (AAT, AST, AAOT) best serves students who wish to pursue a bachelor's degree in the major. The pathway is articulated in an MOU.
3. OTAC reviews and approves the MOU articulating the MTM and ensures that the path is in line with the law, minimizes variance, is feasible, and is in the best interest of students.
4. Oregon public universities and community colleges review and approve the MOU, following their own governance procedures to approve the MOU. Depending on the institution and the MTM, this may require a formal Faculty Senate review and approval. It is expected that the faculty member on the MTM group works in partnership with their institution's Chief Academic Officer to identify the approval process and any potential concerns during the development of the MTM to minimize delays and issues when the final MOU comes to the institution for approval. By signing the MOU, each community college that offers the degree agrees to abide by



the degree path described in the MOU. Each university agrees to accept the degree for junior standing in the major as described in the MOU.

5. HECC approves the MOU and the new statewide degree pathway. Similar to the AAOT, the HECC's role is to ratify the pathway that has been agreed to by Oregon community colleges and universities, codify the agreements associated with them, confirm that institutions adhere to them, and ensure that there is a deliberate process for review and revision. This is similar to how the HECC has adopted standards for the AAOT and for Associate of Science degrees, and preapproved each community college to offer them as long as the degree meets the standards.
6. Community college boards adopt new degree. Once the MOU has been signed and the HECC has approved the new degree path, community colleges will be pre-approved to offer the degree. Whether they choose to do so is the decision of each individual community college board.
7. HECC convenes MTM group periodically (annually or as needed) to update the MOU if needed and to work on greater curricular alignment.

MEMORANDUM

To: Higher Education Coordinating Commission

From: Oregon Presidents' Council

Re: MTM Variance

HB 2998(2017) was intended to facilitate seamless transfer for students between Oregon postsecondary institutions through the creation of a Foundational Curriculum (now Core Transfer Maps) and Unified Statewide Transfer Agreements (now Major Transfer Maps). The Oregon Presidents' Council (OPC) would like to acknowledge the amount of effort by committed faculty and staff from community colleges and universities and the members of the Oregon Transfer and Articulation Committee (OTAC), along with facilitation from HECC staff members, that has thus far gone in to the creation of CTMs and MTMs.

"The Core Transfer Maps are intended as starting points for students who plan to transfer to a university but are unsure of their intended major or transfer destination" (*Oregon Transfer Compass Implementation Guide, September 19, 2018*). OPC agrees with the OTAC decision to create two versions of the CTM: one "general" and the other for "STEM" related majors. Given the vast difference between an algebraic/calculus-based track (STEM) and statistics-based track (general), this makes sense and represents an early decision point for students.

"Major Transfer Maps represent a more streamlined path for transfer students because in contrast to preexisting transfer tools that have a greater focus on general education (i.e. AAOT and ASOT), they specify clear course-taking paths necessary for progress in a major, with a guarantee of transfer from any Oregon community college to any Oregon Public University" (*Oregon Transfer Compass Implementation Guide, September 19, 2018*). The results to date are significant levels of variance in the developed MTMs (Elementary Education, Biology and English Literature). Rather than a straightforward, "streamlined path" to the bachelor's degree, there are numerous caveats and deviations depending on the university to which the student intends to transfer with notations that students should "See an advisor for recommended courses."

Variance between transfer plans should be kept to an absolute minimum and allowed only for academic concerns that are unavoidable at the lower division level.

The MTMs that have been developed so far represent confusing plans in cryptic language which students must decipher, understand, and navigate. This exacerbates inequities for transfer students, particularly for those who face the greatest challenges in navigating multiple confusing systems and for whom excess credits, time and money present the largest barriers to completion.

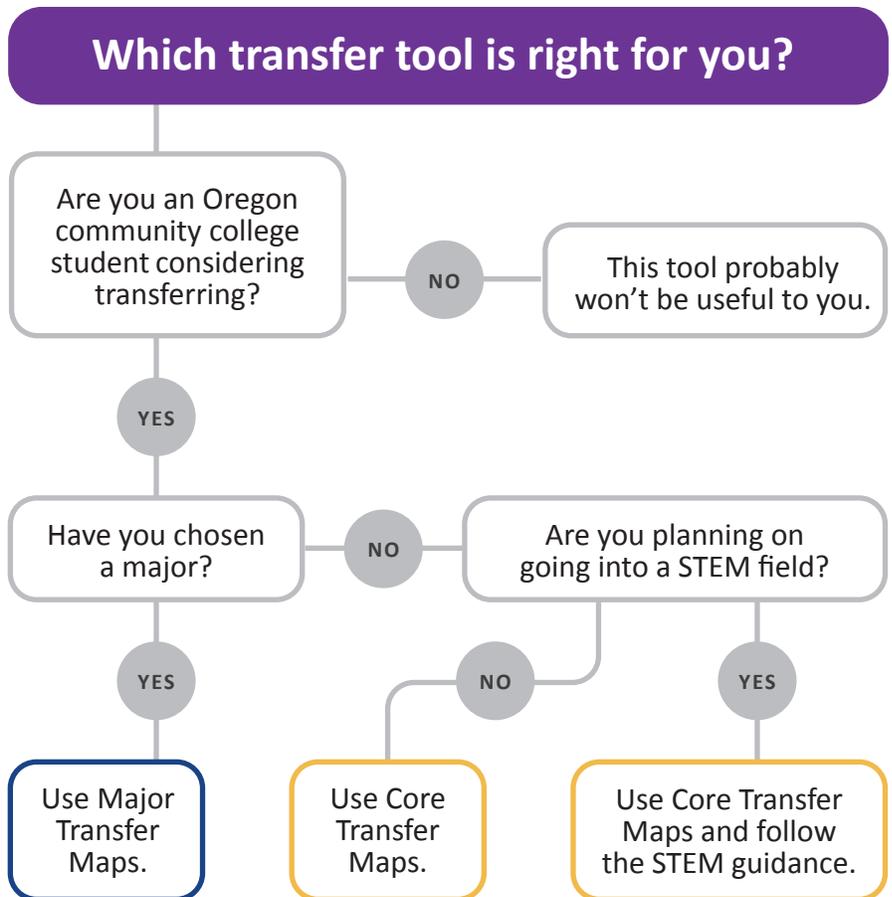
Creating a student portal may help to simplify choice, but the intention of HB 2998 was not to add additional systems, structures, and documents to create a transfer-friendly environment for students, but to make things clearer and more transparent for all and to understand the foundational (rather than institution-specific) role of the lower-division curriculum.



Make the most of your time, money, and college credits.

Thousands of students like you successfully transfer from Oregon community colleges to universities each year. The Oregon Transfer Compass can help you make the most out of your credits and avoid spending time and money on courses that may not transfer.

Core Transfer Maps and Major Transfer Maps help you easily identify which courses and credits will meet requirements at another school, so you can navigate the transfer process.





Core Transfer Maps

If you haven't chosen a major yet, and plan on transferring, Core Transfer Maps will help ensure that your general education credits will meet requirements at any of the Oregon public universities or participating private colleges and universities.

The Core Transfer Maps are groups of eight classes that add up to at least 30 credits. When you successfully complete the full set of eight courses at an Oregon community college, they are guaranteed to count toward your core bachelor's degree requirements. Specific guidance is available for science, technology, engineering and math students.

Major Transfer Maps

If you have already chosen a major and plan on transferring, Major Transfer Maps will help ensure that the courses you take will still count **toward your major**. They will count at any Oregon public university offering that major, as well as participating private colleges and universities.

A Major Transfer Map is a streamlined course plan in **a specific major**. When completed, it will allow you to transfer credits from any Oregon community college and count all those credits toward a bachelor's degree in that specific major. If you use the Major Transfer Map to guide your course schedule, you will transfer with the same standing as anyone who started as a freshman.

Considering transferring to a private college or university in Oregon?

Visit [oaicu.org/transfer-student-resources](https://www.oaicu.org/transfer-student-resources) for a list of participating private colleges and universities.

Talk to your advisor to determine which path is right for you.

Major Transfer Maps Elementary Education

Replace with
Institution Logo
Right click and choose
“change picture”

Associate of Arts Oregon Transfer AAOT

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor’s degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor’s degree in that specific major. Following one of these maps could save you time and money.

What if I don’t know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your elementary education courses.



Credits will transfer to the following universities:

- University 1
- University 2
- University 3
- University 4
- University 5
- University 6
- University 7

Central Oregon Community College Elementary Education Program

If you are interested in becoming an elementary teacher or pursuing a career in the field of education, Central Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to student learning, teaching strategies, and what is required to become a professional educator.

The following is a suggested course of study for students interested in pursuing a bachelor's degree in education designed for elementary licensure. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

SUBJECT	COURSES	CREDITS
General Education/Foundational		
<u>Health</u>	Choose three credits with an HHP prefix. <i>HHPA activity courses (one credit each) are not to be duplicated.</i> Required: <u>HHP 295</u>	3
<u>Mathematics</u>	Take one course with an MTH prefix. Required: <u>MTH 211</u>	4
<u>Oral Communication</u>	Choose one course with a WR prefix. Recommended: <u>WR 121</u> , <u>WR 122</u> , or <u>WR 227</u>	3 - 4
General Education/Discipline Studies		
<u>Cultural Literacy</u>	One course from the following categories must be designated as cultural literacy on the Discipline Studies list (credits count once.)	
<u>Arts and Letters</u>	Choose three courses from at least two prefixes. Required: <u>ED 112</u>	9 - 12
<u>Social Science</u>	Choose four courses from at least two prefixes. Recommended: <u>ED 152</u> , <u>SOC 222</u> , <u>ED 219</u> , <u>PSY 201</u> , or <u>SOC 201</u>	12 - 16
<u>Science/Math/Computer Science</u>	Choose four courses from at least two prefixes, including at least three laboratory courses in biological and/or physical science. Required: <u>FN 255</u>	12 - 20
Electives		
Electives	Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. This may include up to 12 credits of Career and Technical Education courses designated by COCC as acceptable. Recommended: <u>CIS 120</u> , <u>ED 172</u> , <u>ED 174</u> , <u>ED 176</u> , <u>ED 216</u> , <u>ED 235</u> , <u>ED 253</u> , <u>ED 265</u> , <u>ED 269</u> , <u>ED 290</u> , <u>HST 201</u> , <u>HST 202</u> , <u>HST 203</u> , <u>MTH 212</u> , <u>MTH 213</u>	39
Total Credits: 90 - 106		

[Contact an advisor](#), or visit catalog.cocc.edu/programs/education/education-elementary-AAOT to learn more about the program and courses listed above.



These materials reflect the collaboration between Oregon's public universities, Oregon's community colleges, and the Higher Education Coordinating Commission (HECC).

Core Transfer Maps

Planning to transfer? Use this guide to plan your courses.

Replace with Institution Logo

Right click and choose "change picture"

What are Core Transfer maps?

Core Transfer Maps are groups of eight classes that add up to at least 30 credits. Classes taken from the Core Transfer Map will count toward bachelor's degree requirements at any Oregon public university and participating private universities.

Who are they for?

The Core Transfer Maps are for you if you plan to transfer and are still exploring which field you would like to pursue. If you fit this description, talk to an advisor about how to use the maps to select courses. Specific guidance is available for STEM students.

How do they work?

When the full set of eight courses is successfully completed at an Oregon community college, it is guaranteed to transfer toward bachelor's degree requirements at any Oregon public university or participating private university. Following one of these maps could save you time and money.

What if I already know my major?

You can use Major Transfer Maps, which are streamlined course plans that are guaranteed to transfer and count toward bachelor's degree requirements in your chosen major. Talk to your advisor about using a Major Transfer Map to figure out your course requirements.

Guidance for STEM Students

If you would like to go into a Science, Technology, Engineering, and Math (STEM) field, you are encouraged to take math and science courses in sequence. You might, for example, take CHEM101, CHEM102, and CHEM103. Examples of STEM majors include biology and computer science.



For more information contact an advisor.

General Education Courses at Central Oregon Community College

The purpose of general education is to help students develop the habits of mind that lead to thoughtful and productive global citizenship. Central Oregon Community College includes general education requirements in each degree intended to prepare students to transfer to earn a bachelor's degree. All courses in these categories have been approved as meeting the statewide general education outcomes.

Use the Core Transfer Maps below to select your general education courses to ensure they will transfer to any Oregon public university or participating private university.

SUBJECT

CORE TRANSFER MAP

Course Distribution Requirements

Writing	WR121 (3 - 4 credits)
Arts & Letters	Two courses (6 - 8 credits) See list of AA/OT outcome courses
Social Sciences	Two courses (6 - 8 credits) See list of AA/OT outcome courses
Natural Sciences	Two courses with labs (6 - 8 credits) See list of AA/OT outcome courses
Math	One course (4 - 5 credits) See list of AA/OT outcome courses

Additional Requirements

Cultural Literacy	At least one required course must also meet the Cultural Literacy outcomes.
At Least 30 Total Credits	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses.
Completion Standards	All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.

Completed Core Transfer Maps

Total

At least eight courses (at least 30 credits)

[Contact an advisor](#), or visit catalog.cocc.edu/degree-certificate-overview/general-education to learn more about our general education requirements and courses.



Core Transfer Maps

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Replace with Institution Logo

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Simplify your credit transfer

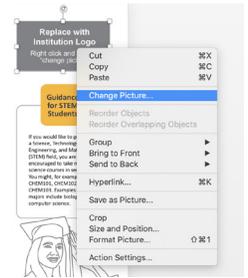
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Core Transfer Maps Customization Guide

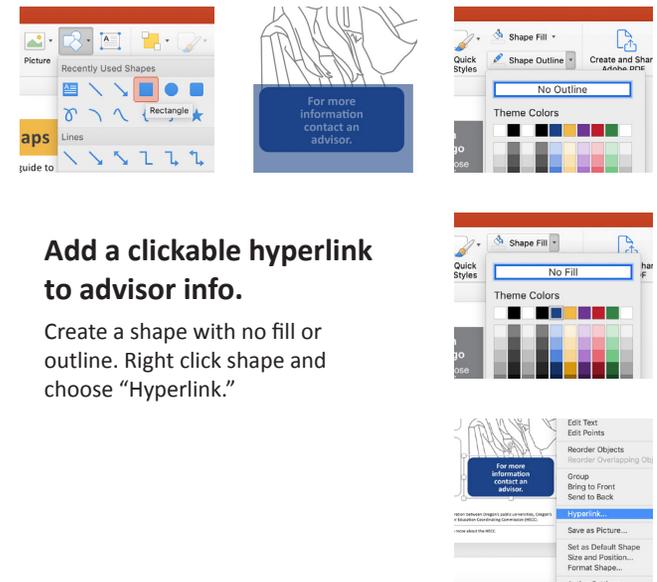
Replace gray box with your institution logo.

Right click, choose "change picture," and select your institutions logo.



Add a clickable hyperlink to advisor info.

Create a shape with no fill or outline. Right click shape and choose "Hyperlink."



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Completed Core Transfer Maps	
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Replace with institution-specific heading

Replace with institution-specific summary/intro content

This is the place to share any information that students need to know about your institution's courses specifically. This could be in paragraph or bullet form. Recommended 50-100 words.

Duplicate and delete rows as necessary

Make all lines other than horizontal dividers "no outline"

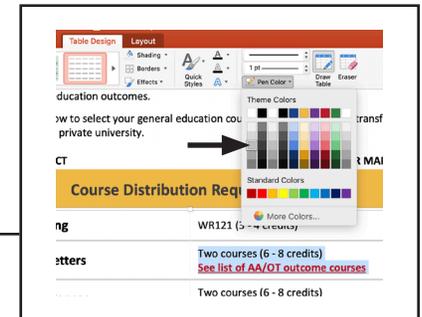
Make all horizontal dividers medium gray as shown

Replace text as necessary

Use 11 pt black Calibri **only** for right column, with selective bolding

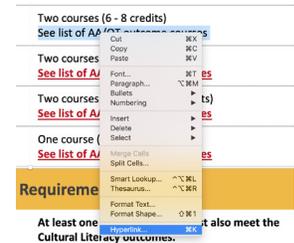
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Replace text and hyperlink as needed

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Replace with Institution Logo

Right click and choose "change picture"

Planning to transfer? Use this guide to plan your elementary education courses.



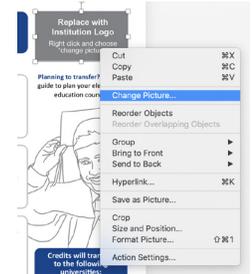
Credits will transfer to the following universities:

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- University 3
- University 4
- University 5
- University 6
- University 7

Major Transfer Maps Customization Guide

Replace gray box with your institution logo.

Right click, choose "change picture," and select your institutions logo.



Replace text with name of major

Use 30 pt Calibri bold only, in white

Replace text with name of major

Use 30 pt Calibri bold only, in white

Replace text with type of major

Use 16 pt Calibri only, in black with no bolding

Replace text with list of relevant universities

Use 11 pt Calibri only, no bold

Use bulleted list

Central Oregon Community College Elementary Education Program

If you are interested in becoming an elementary teacher or pursuing a career in the field of education, Central Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to student learning, teaching strategies, and what is required to become a professional educator.

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Total Credits: 90 - 106		
Contact an advisor , or visit catalog.cocc.edu/programs/education/education-elementary-AAOT to learn more about the program and courses listed above.		

Replace with institution- and major-specific heading

Replace with institution- and major-specific summary/intro content

This is the place to share any information that students need to know about the specific major, such as the benefits or careers associated with that major. It is also the place to share any information about your institution that students should know. This could be in paragraph or bullet form. Recommended 50-100 words.

Duplicate and delete rows as necessary

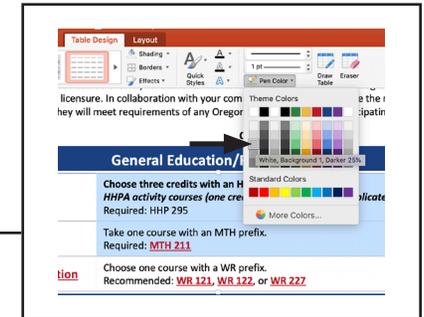
Make all lines other than horizontal dividers "no outline"

Make all horizontal dividers medium gray as shown

Replace text as necessary

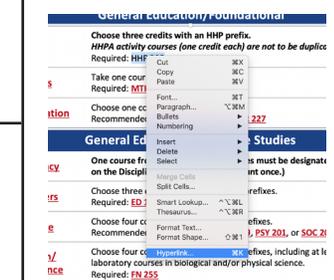
Use 11 pt black Calibri **only** for middle and right column, with selective bolding
Use 13 pt black Calibri bold **only** for left column

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Replace text and hyperlink as needed

Select text, right click and choose "hyperlink"



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