



# MAJOR TRANSFER MAPS FACULTY GUIDE

A GUIDE TO ASSIST COMMUNITY COLLEGE AND  
UNIVERSITY FACULTY WITH IMPLEMENTATING STATE  
REQUIREMENTS AND PROCEDURES GOVERNING  
MAJOR TRANSFER MAPS



DEVELOPED BY THE STATE OF  
OREGON HIGHER EDUCATION  
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2024.

# MTM FACULTY SUBCOMMITTEE GUIDE

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## ACCESSIBILITY

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## ABBREVIATIONS

AAOT – Associate of Arts Oregon Transfer Degree  
AAT – Associate of Arts Transfer Degree  
APA – Academic Policy and Authorization (Office at HECC)  
AP – Advanced Placement  
ASOT – Associate of Science Oregon Transfer Degree  
AST – Associate of Science Transfer Degree  
BA – Bachelor of Arts Degree  
BS – Bachelor of Science Degree  
CAO – Chief Academic Officer  
CAP – Curriculum Articulation Policy  
CC – Community College  
CCNS – Common Course Numbering System  
CCWD – Community College and Workforce Development (Office at HECC)  
CTM – Core Transfer Map  
HB – House Bill  
HECC – Higher Education Coordinating Commission  
IB – International Baccalaureate  
JBAC – Joint Boards Articulation Committee  
JTAC – Joint Transfer and Articulation Committee  
LEAP – Liberal Education and America’s Promise  
MOU – Memorandum of Understanding  
MTM – Major Transfer Map  
NWCCU – Northwest Commission on Colleges and Universities  
OAR – Oregon Administrative Rule  
OPU – Oregon Public University  
ORS – Oregon Revised Statute  
OTAC – Oregon Transfer Advisory Committee  
OTM – Oregon Transfer Module  
PLOs – Program Learning Outcomes  
SB – Senate Bill  
SSIC – Student Success and Institutional Collaboration Subcommittee



TC – Transfer Council

USTA – Unified Statewide Transfer Agreement

WICHE – Western Interstate Commission on Higher Education

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## A BRIEF TIMELINE OF MAJOR TRANSFER MAPS IN OREGON

Oregon's commitment to transfer pathways is significant, and many key milestones helped lay the groundwork for Major Transfer Maps (MTMs). Table 1 provides a high level overview statewide collaborative efforts regarding student transfer and success from 1992 to 2021.

<b>1992</b>	The Joint Boards Articulation Committee (JBAC) was established to promote cooperation and collaboration among all education sectors in Oregon: K-12, community colleges, and baccalaureate-granting institutions.
<b>2004-2005</b>	JBAC implemented the Oregon Transfer Module (OTM)
<b>2007</b>	Oregon became a Liberal Education and America's Promise (LEAP) state. The Associate Art of Transfer (AAOT) was aligned to the LEAP learning outcomes, and all 17 community colleges began offering the same AAOT.
<b>2010</b>	Western Interstate Commission on Higher Education (WICHE) Interstate Passport Initiative was created. The goal was to advance policies that support seamless transfer of students in the region.
<b>2011</b>	The Legislature passed HB 3521, <u>The Transfer Student Bill of Rights and Responsibilities</u> , in 2011 (codified in ORS 350.395). The measure directed the Joint Boards of Education to articulate uniform protocols for transferring credits. The measure also provided for the development of Reverse Transfer programs.
<b>2015</b>	<p>Following the reorganization of Oregon's governmental education bodies and establishment of the HECC and its supporting agency, JBAC was disbanded and replaced with the Joint Transfer and Articulation Committee (JTAC).</p> <p>House Bill 2525 passed by the Oregon legislative assembly, requiring additional standards related to the ability of students to apply credits earned through courses of study at community colleges to baccalaureate degrees awarded by public universities.</p>
<b>2017</b>	<p>HB 2988 passed by the Oregon legislative assembly. The bill attempted to mitigate credit loss by requiring community colleges and public universities to establish foundational curricula and statewide transfer agreements to align pathways for community college students in Oregon as they transfer to an in-state, public university.</p> <p>HB 2988 led to the creation of the first five MTMs, which took the form of Memorandums of Understandings (MOUs): AST Biology, AST Business, AST Computer Science, AAOT Elementary Education, and AAT English Literature.</p>
<b>2018</b>	JTAC and the Transfer Workgroup (created in 2017) merged to form a new body: Oregon Transfer and Articulation Committee (OTAC). OTAC acted as an advisory body to the staff of the HECC and provided information and recommendations to Oregon's

	community colleges and universities on matters related to postsecondary student transfer.
<b>2021</b>	SB 233 (codified in ORS 350) directs the Higher Education Coordinating Commission (HECC) and community colleges and universities to improve academic credit transfer and transfer pathways between Oregon’s public community colleges and universities. The bill established the 15-member Transfer Council and tasked them with developing recommendations on a Common Course Numbering system (CCNS), Major Transfer Maps (MTMs), and other credit transfer-related concerns.

**TABLE 1: KEY MILESTONES IN OREGON'S STATEWIDE TRANSFER WORK**

## MTM-MOU TO MTM-CAP

### A SIDE-BY-SIDE COMPARISON

Table 2 details key elements that have evolved between MTM-MOUs (created under HB 2998) and MTM-CAPs (created under SB 233). One key difference is that MTMs no longer take the form of MOUs; they now take the form of Curriculum Articulation Policies (CAPs).

	MOU	CAP
<b>Institutional Participation</b>	<ul style="list-style-type: none"> <li>Agreement between institutions</li> <li>Understanding of the definition of participation varied by institution</li> </ul>	<ul style="list-style-type: none"> <li>Required and defined in the OARs</li> <li>OARs also include clear criteria and process for exemption</li> </ul>
<b>Variance<sup>1</sup></b>	<ul style="list-style-type: none"> <li>Variance should be avoided</li> <li>OTAC defined types of “acceptable” variance with guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Variance should be avoided</li> <li>Any necessary variance requires narrative explanation (defined in the OARs) <i>and</i> Transfer Council approval</li> </ul>
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>Course development template</li> <li>University Crosswalk</li> <li>AP/IB worksheet</li> <li>Associate degree program learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Course development template</li> <li>University Crosswalk</li> <li>AP/IB worksheet</li> <li>Associate degree program learning outcomes</li> <li>Student facing documents</li> </ul>
<b>Degree</b>	<ul style="list-style-type: none"> <li>In addition to the AAOT and ASOT, the AAT and AST were created and added as approved degrees for MTMs</li> </ul>	<ul style="list-style-type: none"> <li>Names the associate of transfer degree to appear on student transcripts in the policy</li> </ul>

**TABLE 2: A SIDE-BY-SIDE COMPARISON OF MOUS AND CAPS**

There are only a few substantive changes from the MTM-MOU to the MTM-CAP:

1. All participating community colleges must submit a student facing document, as part of the Transfer Council required MTM documentation;
2. The exact name of the associate degree to appear on a student’s transcript is included in the policy; and,
3. A requirement to provide a narrative explanation of any course variance in the curriculum taken at a community college (approximately the first 90 credits) as a result of where students might transfer.

<sup>1</sup> Variance refers to any course differences within the curriculum of the MTM (in the first 90 credits) for students to follow because of requirements at their chosen transfer university. Faculty subcommittees are expected to develop MTMs with little to no variance because of the negative impact these differences have when students transfer and on institutions’ ability to implement MTMs consistently.

## NEW MTM-CAPS IN DEVELOPMENT

There are currently three MTMs being created using the new CAP format—Human Development and Family Services (HDFS), Sociology, and Psychology. Criminal Justice has also been named as a future MTM area, but a faculty subcommittee has not yet been convened to begin this work.

## FIRST OF ITS KIND: THE COMPUTER SCIENCE MTM-CAP

Computer Science (CS) is the first MTM-MOU to update their MTM into the new Curriculum Articulation Policy (CAP) format developed in response to Senate Bill 233. Notable changes include adjustments to the math and science requirements to improve student access and success in the major. The MTM-CAP in CS was approved at the May 2024 Transfer Council meeting and by the HECC Commission in June 2024.

The other four MTM-MOUs will also update their MTMs into the new CAP format.

## MTM SUBCOMMITTEES

### APPOINTMENT TO A SUBCOMMITTEE AND TERMS OF SERVICE

From Senate Bill (SB) 233 Section 6(5)(B): Transfer Council may “appoint any faculty member who is employed by a public university listed in ORS 352.002 or a community college operated under ORS chapter 341, provided that the subcommittee consists of equal numbers of faculty from public universities and community colleges.”

To maximize the seats available to community college participants, Transfer Council determined that 16 members (eight from OPU and eight from CC) would be the guiding framework for subcommittee membership. This means that often two faculty representatives are needed from any public university to create a seat for an additional community college faculty.

In practice, most faculty subcommittees have 14 or 16 members; however, when university participation in a major is fewer than six universities, the composition of the subcommittee will be smaller. For example, the Human Development and Family Services MTM Faculty Subcommittee has a total of six members (three participating universities and three community colleges).

Whenever possible, HECC staff will aim for a committee composition of participating universities plus one to increase the seats available for participating community colleges (Table 3).

Number of Participating Universities	University Representatives on Faculty Subcommittee	Community College Representatives Faculty Subcommittee	Total Committee Members
7	8	8	16
6	7	7	14
5	6	6	12
4	5	5	10
3	4	4	8

**TABLE 3: THE LOGIC OF FACULTY SUBCOMMITTEE COMPOSITION**

Administrative rule requires that the composition of MTM faculty subcommittees is drawn from the pool of public universities and community colleges participating in the MTM-CAP in that subject area (see FAQ on Institutional Participation in Appendix I).

### NOMINATION TO A MTM FACULTY SUBCOMMITTEE

Once per year or when there is a vacancy on an MTM Faculty Subcommittee, HECC Staff will reach out to Chief Academic Officers (CAOs) and Provosts to request nominations. The call for nominations includes a form gathering information about the faculty members credentials and experience.

Because there are limited seats for community college faculty, all nominations are forwarded to the CAO Chair, who works with institutional partners across community colleges, to determine

which candidate(s) will be sent to Transfer Council and which will be on the “bench” for future openings.

To have eight community colleges represented on faculty subcommittees, it is necessary to have two faculty representatives from one university. If the vacancy is in the second faculty representative from a particular university, a request is sent to the Statewide Provosts Council for a nomination from any of the public universities.

Nominations are forwarded to the Transfer Council along with a faculty bio detailing credentials and experience. Transfer Council considers nominations and appoints subcommittee members by vote.

In order to recruit members for MTM Faculty Subcommittees, Transfer Council and HECC staff encourage those making nominations to consider both a nominee’s expertise in the discipline and experience with transfer issues and the [HECC Equity Lens](#). The Transfer Council will consider expertise by discipline, diversity by region, and institution size when voting on members.

Additional questions about how Transfer Council evaluates and appoints faculty to subcommittees can be directed to the Transfer Council Co-Chairs: [TransferCouncil@hecc.oregon.gov](mailto:TransferCouncil@hecc.oregon.gov)

## MTM FACULTY SUBCOMMITTEE GOVERNANCE AND POLICIES

### REPRESENTATION

The MTM Faculty Subcommittee must have equal representation from universities and community colleges (from Senate Bill 233):

- Transfer Council (TC) determined this will be 8 representatives from Oregon Public Universities (OPUs) and 8 from Oregon’s Community Colleges (CCs).

### VOTING

The following rules will govern voting in subcommittees:

- If members vote on something that is not a recommendation to the council, a simple majority can be employed.
- A majority of the members of a subcommittee established under subsection (5) of this section constitutes a quorum for the transaction of business of the subcommittee.
- Official action by a subcommittee on recommendations to be made to the council on a subject that will be submitted by the council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act requires the approval of three-fifths of the members of the subcommittee. (10 out of 16 members, if a subcommittee contains full membership).

### REPORTS

The following guidelines will be used for generating reports to Transfer Council (TC):

Two or more members of a subcommittee who disagree with recommendations that are submitted to the council on a subject that will be submitted by the council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act may jointly submit a minority

report to the council that contains alternate recommendations. A minority report created under this paragraph shall be submitted to the council with the majority recommendations.

If faculty cannot reach agreement on tasks, proposed solutions shall be brought to the TC in a summary document that contains the issue and each subcommittee member's position on the issue.

All MTM Faculty Subcommittee recommendations will be communicated to the TC through one of two reports: a Recommendation Report or a Minority Report. To submit a report, the Chair/Co-chairs for a MTM Faculty Subcommittee must ask to be added to the TC agenda, and Subcommittee Chair/Co-chairs must attend the scheduled TC meeting to present all reports.

### Recommendation Reports

After reaching consensus and voting on the required components for an MTM-CAP as outlined in the TC charge for subcommittees, MTM Faculty Subcommittees will submit a completed MTM-CAP packet to TC, which represents their final recommendations concerning the creation of this major pathway. All required MTM-CAP templates are contained in each faculty subcommittee's Google Drive folder.

### Minority Reports

According to Senate Bill (SB) 233: "Two or more members of a subcommittee who disagree with recommendations that are submitted to the council on a subject that will be submitted by the Council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act may jointly submit a minority report to the Council that contains alternate recommendations. A minority report created under this paragraph shall be submitted to the Council along with the majority recommendations."

Minority reports should be authored by parties who do not vote to support a majority recommendation and will use the MTM Subcommittee Minority Report Template shared in the MTM Faculty Subcommittee Google Drive folder to generate a report. Minority reports must do more than express dissent; they must propose an alternative recommendation for the TC to consider, and as such, they must contain all required MTM-CAP materials.

## PUBLIC MEETING LAW REQUIREMENTS

### Public Meeting Law

All MTM Faculty Subcommittees are subject to public meeting law.

Public meeting law policy "requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of [the Public Meetings Law] that decisions of governing bodies be arrived at openly" (ORS 192.620).

Additionally, public meeting law requires that:

- Meetings and deliberations are open to the public (ORS 192.630(1)–(2))
- The public has notice of the time and place of these meetings (ORS 192.640)
- That meetings are accessible to those wishing to attend (ORS 192.630(4)–(5))
- All official actions by governing bodies must be taken by public vote

- Written minutes or a sound, video, or digital recording must be taken at all meetings

Public meeting law prohibits a quorum of a governing body from meeting in private for the purposes of deciding on or deliberating toward a decision on any matter. This means that faculty need to be cautious when they meet with statewide affinity groups, especially if there is significant overlap in the membership of that group and the MTM Faculty Subcommittee. While the group can discuss the work happening in the MTM Faculty Subcommittee, they cannot venture into the territory of making plans or decisions.

### Minutes and Recordkeeping

The minutes or records must include:

- The members present
- All motions, proposals, resolutions, orders, ordinances, and measures proposed and their disposition
- The results of all votes and the vote of each member by name
- The substance of any discussion on any matter
- A reference to any document discussed at the meeting

The minutes are an official part of the public record. It's important to know that only information spoken during the zoom meeting is part of that record. It is for this reason that the chat is disabled for participants.

All questions, comments, and votes need to be voiced into the public record. The chat will be used by HECC staff to share links to documents being discussed in the meeting for easy access. That is the only approved use of the Zoom Chat feature.

### FACULTY ATTENDANCE AND PARTICIPATION

Faculty are expected to be active participants in the MTM Faculty Subcommittee. Attendance is recorded in the official minutes for each meeting.

When it isn't possible for a faculty member to attend, they should:

- Notify co-chairs
- Complete the required asynchronous work
- Check-in with co-chairs after the meeting to learn about meeting outcomes and any new asynchronous work to be completed before the next meeting

If faculty are not active in this process—not completing Doodle polls, attending meetings, or communicating with chairs—then there will be a proactive process with the Provost of CAO to find a replacement.

At the end of each academic year, HECC staff sends Provosts and CAOs a thank you letter in recognition of the important faculty service to the state of Oregon.



## MTM FACULTY SUBCOMMITTEE CHARGE

As articulated in [OAR 715-025-0020](#), the faculty subcommittee appointed by the Transfer Council is charged with developing an MTM CAP, which must:

- Identify an approved Core Transfer Map (CTM) that makes up a portion of the CAP coursework requirements
- Enable a student to transfer from a community college to a public university without the loss of academic credit or the requirement to retake a course at a public university (provided that the grade meets the degree requirements established by the CAP)
- Identify the optional number of academic credits<sup>2</sup>, including credits in the major course of student, that the student should have when the student transfer from a community college to a public university for the student to efficiently receive a bachelor's degree
- Define the classes and the completion standards for those academic credits
- Ensure that if a student at a community college has completed 90 academic credits of coursework in conformity with the completion standards identified, the student will:
  - Receive junior status in the major course of study at the public university; and
  - Be able to receive a bachelor's degree in the major course of study by completing the additional academic credits identified in the CAP after transferring, based on the total number of academic credits and standards approved by the accrediting body for the public university
- Explore alignment, to the greatest extent possible, of lower-division requirements in the major courses of study
- Submit a CAP recommendation to the Transfer Council, by a vote of the majority of voting members that includes:
  - All required templates
  - A statement of justification for any element of the CAP that requires a student to complete a different course or course sequence depending on the potential enrollment or destination institution of the student. The statement must describe efforts taken by the subcommittee and institutions to establish curriculum alignment to the greatest extent possible, including but not limited to any efforts taken to align learning outcomes, credit loads, lower-division requirements, and prerequisite requirements for upper-division coursework between institutions; and provide information pertaining to how any differences in courses or course sequences present in the CAP is of benefit to such students

A formal MTM Faculty Subcommittee Charge is under development and anticipated in the 2024-2025 academic year.

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<sup>2</sup> For CAPs that identify an optimal number of academic credits to transfer other than 90, the subcommittee should ensure that if a student at a community college has completed the identified number of academic credits of coursework in conformity with the completion standards identified that the student will: (A) Receive status at the public university, based on the number of academic credits referenced in the CAP, that is comparable to the status of students with the same number of academic credits in the major course of study who began their post-secondary studies at the public university; and (B) Be able to receive a bachelor's degree in the major course of study by completing the additional academic credits identified in the CAP after transferring, based on the total number of academic credits and standards approved by the accrediting body for the public university.

# MTM CURRICULUM ARTICULATION POLICY (CAP) FRAMEWORK

## CHARACTERISTICS OF MTM PATHWAYS

A Major Transfer Map (MTM) creates a statewide curriculum agreement that guarantees a student following the MTM will have a pathway to a degree at an Oregon public university. The degree pathway is characterized by the following guidelines:

- Should not require students to take more credits than a first-time student in the same major at a university
- Should have no unnecessary costs
- Should have completion times comparable to students that began the program as a first-time student at a university
- Should provide at least one specific pathway in the major (e.g. a BA or a BS; a concentration)
- Should have alignment in their program outcomes; only institutions offering similar degree programs will participate in the development of an MTM
- Should be unified with minimal variance

The next sections expand on these key guidelines.

## SPECIFIC PATHWAY

MTMs provide at least one specific pathway for students by focusing on either a specific degree type (BA or BS) or a concentration/specialization within a discipline. For example, the English Literature MTM focused on the courses required to reach a Bachelor of Arts (BA) at each public university in Oregon. While a few universities offer a Bachelor of Science in English Literature, the MTM English Faculty Subcommittee chose to focus on the BA because it was the more common degree—this is an example of a specific pathway.

Conversely, the business MTM focused on a pathway leading to a BS that has a set of core lower-division courses that prepares students for many different areas of specialization in business, such as marketing and accounting. MTMs need only provide at least one specific pathway in the discipline. They do not have to account for every possible pathway within the major.

## Degree Pathways Within an MTM

It is expected that an MTM-CAP includes one specific major pathway.

In rare cases, a faculty subcommittee may advocate to create multiple degree pathways within an MTM-CAP subject area. Each of those pathways would be prepared as separate MTM-CAP package. For example, Human Development and Family Services (HDFS) is preparing two MTM-CAP packages: one is an AAT and the other an AST. Similarly, Sociology/Anthropology is creating four distinct degree pathways. Each will come forward as a separate MTM-CAP because the list of participating institutions is not the same in each agreement:

- AAT Sociology
- AST Sociology

- AAT Sociology/Anthropology
- AST Sociology/Anthropology

The benefit of creating multiple specific major pathways is that they are easy for faculty advisors, registrars, and students to follow and track. The drawback is that it creates a longer time commitment for faculty subcommittee members.

## ON THE ISSUE OF VARIANCE

Variance refers to any course differences in the curriculum of an MTM (in the first 90 credits) because of requirements at the public universities. As the above describe, MTM pathways should be statewide and contain minimal variance.

The introduction of variance into an MTM lessens the benefits for students. Students lose broad general applicability and are pushed to identify a transfer destination early in their college career, which often requires students to take additional courses if their transfer destination or career goals change. This is especially problematic the earlier the variance exists in the MTM.

### Common Types of Variance & Possible Solutions

#### *Differing General Education requirements*

General education programs differ across Oregon's seven public universities, creating challenges for identifying specific coursework in the Course Development Template. The Core Transfer Map (CTM) embedded in the Course Development Template ensures that students will complete at least 30 general education credits, and all universities have updated [the CTM crosswalk](#) illustrating how courses from the AAOT approved list will apply towards their general education curriculum.

It is not expected that students will complete all general education requirements in the first 90 credits of the MTM. For faculty subcommittees interested in including additional general education requirements, these principles can help avoid unnecessary variance:

1. Faculty subcommittees should concentrate on areas where they share similar requirements.
2. Faculty subcommittees should work on compromises for important areas, like math and writing. Universities can submit letters documenting agreement to count certain courses in place of requirements for students on these pathways (e.g. a university that only accepts WR 122Z agreeing to accept WR 227Z in its place).
3. Leave unique requirements for the university.

For MTM pathways, students are expected to complete some general education and some major coursework at the community college. They are not expected to complete all general education courses at the community college. Because they complete some of the major at the community college, there will be room for them to complete some remaining general education at the university.

The goal is to eliminate variability and create a simple, easy to follow path for students.

### *Differing BA/BS degree requirements*

A challenging area of variance concerns differences in BA and BS degree requirements. In the case of the BA, this most typically centers on second language requirements, and in the case of the BS, the number and type of science/lab courses as well as math requirements.

Faculty subcommittees will build into the course development template what will best serve the most students, reduce barriers, and reduce advising difficulties that result from institutional differences.

To improve decision-making, faculty are encouraged to solicit feedback from institutional partners to make the best decisions for students. When compromises are made to allow a course to count where it otherwise wouldn't, the affected universities will need to document that agreement on university letterhead for inclusion in the complete MTM-CAP.

### *Similar Outcomes Delivered Differently*

Variances in this category come in many forms (Table 4), and there are multiple possible resolutions beyond the ones given as examples.

Issue	Possible Solution
Courses with similar learning outcomes have different numbers at different institutions	<ul style="list-style-type: none"><li>• Use the course name in the development template</li><li>• Consider recommending the course for CCN alignment (to resolve the variance) as part of your MTM-CAP recommendation</li></ul>
Similar learning outcomes taught in one course could be taught over two terms instead of one	<ul style="list-style-type: none"><li>• Faculty could work with CAOs/Provosts to articulate the course taught in one term to the final course in the sequence since similar learning outcomes are achieved in both</li><li>• Consider recommending the course for CCN alignment, which could result in teaching the course either in one term or over two terms.</li></ul>
Similar learning outcomes sequenced differently (e.g. across 2 or 3 courses)	<ul style="list-style-type: none"><li>• Consider creating a new course that targets the desired outcomes in an introductory course that supports success later in the major</li></ul>

**TABLE 4: ISSUES AND SOLUTIONS FOR OUTCOMES VARIANCE**

### **Identifying & Justifying Variance in an MTM-CAP**

Any variance in an MTM CAP must be accompanied by a group narrative and should be noted on the MTM course development template and the crosswalk. As specified in OAR [715-025-0020](#). The narrative statement must:

- Describe efforts taken by the subcommittee and institutions to establish curriculum alignment to the greatest extent possible, including but not limited to any efforts taken to align learning outcomes, credit loads, lower-division requirements, and prerequisite requirements for upper-division coursework between institutions;
- Provide information pertaining to how any differences in courses or course sequences present in the CAP is of benefit to such students; and,
- Contain any further information the subcommittee determines is informative.

In addition, the narrative should identify steps that either the MTM or CCN faculty subcommittee can take to reduce variance. Progress will be measured during the normal MTM maintenance cycle.

Including a narrative is required, but it is not a guarantee that any variance will be acceptable. All variance must be approved by the Transfer Council in order for an MTM-CAP to be recommended to the Commission. Transfer Council is empowered to return an MTM-CAP to the faculty subcommittee with direction for resolving the variance.

### Acceptable Variance

Any variance in an MTM-CAP must be approved by Transfer Council and should provide specific evidence and justification (see Table 5).

Justification	Example(s)
Student benefit	<ul style="list-style-type: none"> <li>• Eases transfer</li> <li>• Saves students time and money</li> <li>• Maintains agreed upon standards of intellectual rigor</li> </ul>
Necessity for academic success in meeting future requirements at the junior/senior/grad school/employment level	<ul style="list-style-type: none"> <li>• The <a href="#">Biology MTM-MOU</a> allows students to pick science sequences that best fit their career goals</li> </ul>
Immovable external accreditation requirements	<ul style="list-style-type: none"> <li>• <a href="#">Computer Science</a> has two pathways because of accreditation requirements by ABET</li> </ul>
Irreconcilable curricular gaps/differences related to disciplines outside of their major	<ul style="list-style-type: none"> <li>• Math requirement (statistics versus calculus) for the <a href="#">Business MTM-MOU</a> aligned to differing career areas</li> </ul>
Pre-existing credit variances for courses that transfer	<ul style="list-style-type: none"> <li>• Courses that are worth 3 credits at one institution but 4 credits at others</li> </ul>

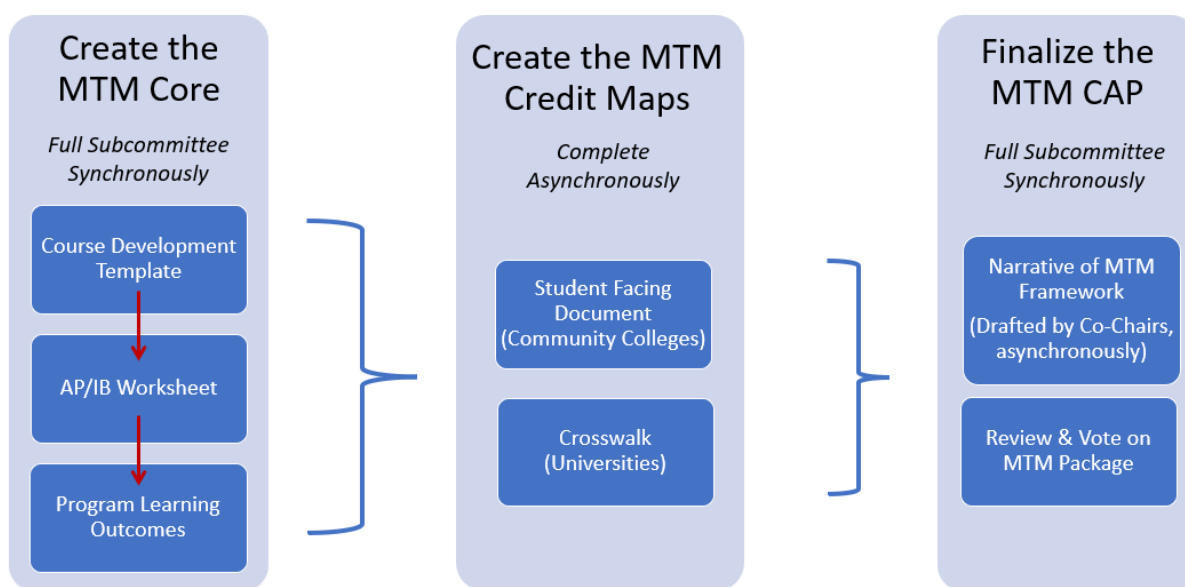
**TABLE 5: EXAMPLES OF ACCEPTABLE VARIANCE**

## Unacceptable Variance

Unacceptable variance includes but is not limited to the following:

- Colleges and universities are expected to compromise and involve provosts and CAOs, as needed, to approve curriculum adjustments and alignments that resolve variances in the MTM pathway. Institutional prerogative alone is not a sufficient justification for variance.
- Reconcilable curricular gaps within a major that prevent a student from completing an MTM in 90 credits or the agreed upon (i.e., justifiable) optimal transfer point.

## FLOWCHART OF MTM CREATION PROCESS



**FIGURE 1: GRAPHIC OF THE MTM CREATION PROCESS**

Figure 1 illustrates the most efficient way to move through the process of creating an MTM-CAP is as follows:

### THE MTM CORE

The full subcommittee should work together to create the core MTM framework. Each document should be completed in the order shown in Figure 1. This work would occur synchronously during scheduled meetings.

### THE MTM MAPS

Once the MTM core is created, university and community college faculty can work asynchronously to complete the appropriate credit maps. Community colleges will create student-facing documents using the provided template to show how students can complete the MTM at their institution.

Public universities will complete a crosswalk that shows how the MTM articulates to both general education and major credits and how students can finish the major at their institution. In both

cases, credit maps function as institutional guarantees that students can complete an MTM in the allowed number of credits.

Subcommittees should discuss the crosswalk at a meeting before finalizing the MTM because it is also a useful advising tool. It should be clear to all participants what each university pathway looks like.

## FINALIZING THE MTM-CAP PACKAGE

MTM Faculty Subcommittee Co-chairs should asynchronously draft the narrative statement that accompanies the MTM package. The narrative should be no more than 2 pages and document how the group arrived at the path they created so that, as members come and go, new members will understand why the MTM was constructed the way it was and what steps were taken to create the MTM. This is also the space to provide justification and evidence of any variance in the MTM core.

The subcommittee should synchronously review the narrative and all completed MTM documents and vote to forward their MTM-CAP to the Transfer Council. The subcommittee can take this vote, even if all student facing documents have not been received yet. HECC staff will work to collect any missing documents and add them to the finalized package that will be given to the Transfer Council.

## REQUIRED CAP MATERIALS

### CURRICULUM ARTICULATION POLICY AGREEMENT



**FIGURE 2: THE OPENING PAGES OF THE MTM CAP**

The opening pages of each MTM contain the actual statewide policy agreement (Figure 2). The CAP agreement looks very similar to the MOU agreement except it does not include signatures. Instead, the CAP includes a list of all participating institutions (community colleges and public universities), which ensures compliance. The policy agreement provides the exact name of the associate degree attached to the MTM pathway, and names all the guarantees and limitations of the MTM for students and institutions. The names of subcommittee members and the current membership of Transfer Council are also documented in this section.



During the process of creating the MTM agreement, HECC staff will orient the faculty subcommittee members to the MTM CAP policy agreement.

The CAP policy document will be completed by HECC staff and reviewed by the MTM faculty subcommittee co-chairs.

## COURSE DEVELOPMENT TEMPLATE

The course development template is comprised of the following sections:

- Description of the MTM CAP
- Core Transfer Map (30 credits)
- Additional General Education courses
- Major Specific courses
- Electives

The goal of the faculty MTM subcommittee is to create a course development template that is unified and statewide; as much as possible, coursework should be specific, and variance should be avoided. It is not possible for this document to include notes and pathways specific to each university.

### MTM-CAP Description

This Major Transfer Map Curriculum Articulation Policy (MTM CAP) 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 Science in Business. Students may take classes that fit these categories at any participating Oregon community college and expect all classes to transfer into general education and or the major at any Oregon public university. The MTM CAP is intended for students who know they want to transfer and earn a Bachelor of Science in Business, 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.

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— Oregon public universities do not accept “pass/no pass”; and 3) earn a cumulative grade point average of 2.0.

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 Map (CTM) Requirements. Students should also be aware that if they want to complete an MTM CAP in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an Associate degree, students will need to successfully complete at least 90 credits.

### FIGURE 3: IMAGE OF THE BUSINESS MTM DESCRIPTION

The opening language of the course development template (Figure 3) is written for faculty and students. The subcommittee should insert the name of their MTM area, and the bachelor's degree students will earn at the completion of the major (e.g., the Business MTM leads to a Bachelor of Science in Business). This section also provides guidance for faculty advisors regarding grade requirements, credit load, and completion timeline.

### Core Transfer Map

The first part of all MTM pathways is a core transfer map. It is appropriate for faculty to leave these sections, or buckets, open, allowing students to choose from any course on the AAOT list, or



faculty can identify specific coursework that fulfills both a general education and major requirement.

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 &amp; Letters</i>		
1 <sup>st</sup> course	Choose from AAOT-approved courses	3-4
2 <sup>nd</sup> course	Choose from AAOT-approved courses	3-4
<i>Social Sciences</i>		
1 <sup>st</sup> course	Choose from AAOT-approved courses	3-4
2 <sup>nd</sup> course	Choose from AAOT-approved courses	3-4
<i>Natural Sciences</i>		
1 <sup>st</sup> course	Biology 211 or 221 <sup>1,2</sup> <sup>1</sup> Biology 211, 212, and 213 or Biology 221, 222, 223 must be taken at the same institution. <sup>2</sup> 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 <sup>nd</sup> course	Biology 212 or 222 <sup>1,2</sup> <sup>1</sup> Biology 211, 212, and 213 or Biology 221, 222, 223 series must be taken at the same institution. <sup>2</sup> 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>		

**FIGURE 4: SNAPSHOT FROM THE BIOLOGY MTM CORE TRANSFER MAP**

In the example in Figure 4 from the Biology MTM, the faculty subcommittee identified specific coursework in biology for the Natural Sciences category because these courses also count towards the major. For the other categories, the generic “choose from AAOT-approved courses” language will suffice.

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 &amp; Letters</i>		
1 <sup>st</sup> course	200-level literature from AAOT course list* *If students take American or British survey courses they will count toward major requirements at WOU **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) ***At OSU this course only counts toward the major and students will need to take another Arts and Letters course	3-4
2 <sup>nd</sup> course	200-level literature from AAOT course list* *If students take American or British survey courses they will count toward major requirements at WOU **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 ***At OSU this course only counts toward the major and student will need to take another Arts and Letters course	3-4

**FIGURE 5: SNAPSHOT OF THE NOTES IN THE COURSE DEVELOPMENT TEMPLATE FOR THE ENGLISH MTM**

The course development template also presents an opportunity to sort and resolve variances. In Figure 5, the English MTM subcommittee noted the disparate requirements for each university. This is an excellent first step when drafting this document.

The struggle many committees face, though, is stopping here. These notes cannot remain in the final course development template. Rather, they should be used to negotiate and resolve differences, specifically making agreements to allow certain courses to count for the requirement.

These agreements would be documented in letters included in the MTM package. MTMs require compromise from all participating institutions so that they are unified agreements. The final version of the template should identify specific agreed upon coursework that is easy for students and advisors to follow.

The inclusion of notes about each university's requirements and what counts where has several negative consequences:

- It puts increased pressure on community college advisors to track every nuance at every university
- It is difficult for registrars to track and colleges to implement
- It forces students to make decisions early about transfer that might require additional coursework if they change their mind
- It is not a unified, statewide agreement

This work is challenging, and there are alternatives to help when faculty are struggling to overcome variances:

- If there's too much variety in how major coursework can apply to both general education and major courses, then faculty can leave the CTM section generic and allow students to choose from the AAOT list.
- Faculty can concentrate on the lower-division major coursework that counts towards the major in the major-specific section of the course development template. It doesn't need to appear in the CTM portion, even though some universities allow for double-dipping. Separating these sections can help with some forms of variance.
- Additionally, when possible, faculty should go back to their colleagues, departments, and provosts and advocate for agreements that resolve these transfer misalignments. The agreements would only apply for students following the MTM.

Ultimately, faculty need to work to create course development templates that are easy to follow and are unified, not customized to each university.

While variance in CTM section of the course development template should be avoided, there are times when pathways are a student-driven necessity because of accreditation and/or the career pathways available later in the major. The MTM in Business is a good example (Figure 7):

Core Transfer Requirements		Credits
<i>Writing</i>		
1 Course	WR 121	3-4
<i>Arts &amp; Letters</i>		
1 <sup>st</sup> Course	Choose from AAOT course list	3-4
2 <sup>nd</sup> Course	Choose from AAOT course list	3-4
<i>Social Sciences</i>		
1 <sup>st</sup> Course	Econ 201	3-4
2 <sup>nd</sup> Course	Econ 202	3-4
<i>Natural Sciences</i>		
1 <sup>st</sup> Course	Lab Science from AAOT course list	4-5
2 <sup>nd</sup> Course	Lab Science from AAOT course list	4-5
<i>Mathematics</i>		
2 Pathways, see Pathway A & Pathway B	Pathway A: Statistics (EOU, PSU, SOU, OIT) Pathway B: Calculus (OSU, WOU, UO)	4-5
<b>Core Transfer Requirements Total</b>		<b>30-35**</b>

**FIGURE 6: SNAPSHOT OF VARIANCE IN THE CTM OF THE MTM IN BUSINESS**

The math requirements needed for the business major are dependent on tracks within the business major, and career and accreditation requirements. It is necessary for students to take the math pathway aligned to their transfer university. Again, this creates some variance, but it's kept to a minimum with two specific pathways.

### Additional General Education Courses

The next section of the course development template should identify additional general education courses that students can complete during their associate degree that are shared across the public universities.

ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses</i>		
<i>Writing</i>	WR 122Z or WR 227Z*  ***Consult transfer institution for the best writing course choice	4
<i>Communications</i>	Comm 111Z or equivalent	4

**FIGURE 7: SNAPSHOT OF THE GENERAL EDUCATION COURSES IN THE SOCIOLOGY MTM**

In Figure 7, the draft MTM in Sociology includes both writing and communications courses. There is variance present in the writing requirement, and again, the strongest option would be for universities to agree on a writing course or to allow for both to remove a source of variance in the MTM.

This is also a good space in the course development template to consider other degree requirements like second language (see Figure 8):

BACHELOR'S DEGREE REQUIREMENTS		
See an advisor for recommended courses		
2nd Language	Second Language (Through 203 or end of 2nd year or higher, C- or better in last course) or demonstrate proficiency through an exam or other means ****	0-24
	***Consult transfer institution for language requirements	
	<b><u>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.</u></b>	

**FIGURE 8: SNAPSHOT OF THE LANGUAGE REQUIREMENT INCLUDED IN THE DRAFT MTM IN SOCIOLOGY**

Faculty subcommittees should think strategically about general education and other degree requirements students can complete as part of an associate degree.

### Major Specific Courses

This section of the course development template details the lower-division major coursework students will complete. Faculty should use these guiding principles as they develop this section:

- Include lower-division coursework in the major to the greatest degree possible (OAR 715-025-0020)
- Strive to ensure that transfer students will have a similar experience to students who begin at a university; in other words, if the average number of lower-division major courses students would take at a university is 4, then the MTM should aim to include at least 4 lower-division courses in the major.
- Avoid variance by aligning learning outcomes, credit loads, lower-division requirements, and prerequisite requirements for upper-division coursework between institutions
- Make the best choices for the most students

In this example (Figure 9), from the Business MTM, we see specific major courses identified and minimal variance:

Major Transfer Map Courses		Credits
Writing	WR 227	3-4
Communications	COMM 111	3-4
Excel Skills class	*see attached document for equivalencies	3-4
Introduction to Business	BA 101	3-6
Financial and Managerial Accounting	BA 211 & 213	8
Business Law	BA 226 or 230	4
Total		24-30

**FIGURE 9: SNAPSHOT OF THE MAJOR COURSES INCLUDED IN THE BUSINESS MTM<sup>3</sup>**

This is an ideal design for an MTM because it's specific coursework that all students will take with little variance. The one area of variance here, in the Excel skills class, has been resolved by the CCN business faculty subcommittee, which designed a new course specifically to address this

<sup>3</sup> Please note, this screenshot is from the Business MTM-MOU, which predates SB 233 and Common Course Numbering. All agreements moving forward will include CCN courses with their "Z" designations.

need. The revised MTM in Business will use that new course and remove the list of equivalent courses.

Another example can be seen in the Elementary Education MTM (Figure 10):

<b>EDUCATION COURSES*</b>	
* 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. All five courses are required for the MTM. See an advisor for recommended courses and to learn more about professional elementary education programs and application processes	
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
<b>Section Total</b>	<b>15-19</b>

**FIGURE 10: SNAPSHOT OF THE MAJOR COURSES INCLUDED IN THE MTM IN ELEMENTARY EDUCATION**

Again, this faculty subcommittee identified specific coursework that all students will complete.

However, variance in the major coursework is sometimes a necessity for acceptable, student-driven reasons. We see this in the MTM-CAP in Computer Science (Figure 11):

<b>ADDITIONAL GENERAL EDUCATION COURSES</b>				
<i>See an advisor for recommended courses</i>				
	EOU/SOU/WOU cluster		OSU/PSU/UO cluster	
<i>Writing</i>	WR122Z	4	WR227Z	4
<i>Oral Communication</i>	COMM111Z	4	COMM111Z	4
<b>Major specific COMPUTER SCIENCE COURSES</b>				
<i>See an advisor for recommended courses</i>				
<i>Computer Science</i>	CS160, CS161, CS162, CS260	16	CS160, CS161, CS162, CS260	16
			CS205	4
<i>Mathematics</i>	MTH251/252 (if not completed as part of the Core Transfer Map)	8	MTH251/252 (if not completed as part of the Core Transfer Map)	8
<i>Discrete Math</i>	-	-	MTH231/232 OR CS250/251	8
<i>Natural Sciences</i>	-	-	Complete sequence done under CTM (the third class listed for each sequence)	4-5
<i>Additional MTM Courses Total</i>		30-32		46-49

**FIGURE 11: NECESSARY VARIANCE IN THE MAJOR COURSEWORK OF THE MTM IN COMPUTER SCIENCE**

It became clear to the Computer Science MTM Faculty Subcommittee that students would need to choose a pathway in their second year because of significant differences in required coursework in the computer science major. The variance is minimal as it creates only two pathways and all coursework in those pathways will transfer to the identified universities. Additionally, the course development template is designed to support this structure so that students don't have to make a choice about the cluster they want to follow until their second year.

## Electives

The final section of the course development template is simply a statement about electives. Unless there are unified electives that can apply at all public universities, it is best to leave this section as written. Advisors can work with students to choose electives, using the Crosswalk (see the next section), that will fulfill additional requirements at the transfer university (Figure 12).

<b>ADDITIONAL COURSES TO REACH 90 CREDITS</b> <i>See an advisor for recommended courses</i>	
<b><i>At this point [above = 47-78 credits], it is recommended students pursue these options:</i></b>	
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)

**FIGURE 12: ELECTIVES IN THE COURSE DEVELOPMENT TEMPLATE**

## CROSSWALK

The crosswalk has multiple purposes:

- Shows how the coursework completed at a community college will articulate at a transfer university to either general education or major coursework;
- Shows how students can finish the major, any remaining general education courses, and other degree requirements in no more than 90 additional credits;
- Illustrates each university's commitment to the MTM pathway, and a degree earned in 180 credits; and,
- Serves as a tool for community college advisors to help guide the selection of appropriate elective credit.

The crosswalk template has multiple sections because it represents a complete pathway, beginning at the community college and ending at a university.

## Core Transfer Map

The first portion of the crosswalk (Figure 13) is the core transfer map that begins the course development template. Transfer Council recently approved updated [CTM/OTM/AAOT crosswalks](#) (see Transfer Maps – Background Materials) that shows how these subject area buckets articulate to each general education program. Universities are simply listing in this section which course(s) will be fulfilled with-transfer credits. The outstanding general education requirements of a university will be listed elsewhere on the crosswalk.

Core Transfer Map	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Writing-WR 121Z	4	WR 121Z (4 credits) Transfers as WR 121Z in Gateway group.	1 of 1 Writing I course (4 credits)	1 of 2 University Writing courses (4 credits) Meets general education requirement for WR 121Z	Transfers as WR 121Z (4 credits in the Purposeful Learning Capacity - of 12 required)	WR 121Z (4 credits) 1 of 2 required Writing courses	1 of 2 Foundations: Writing courses
Arts & Letters: 2 courses	6-8	2 Aesthetics and Humanities courses (6-8 credits) Transfers as 6-8 credits in Aesthetics and Humanities group or Artistic Process and Creation group	1 of 1 Literature/Arts course (3-4 credits) 1 of 1 Western Culture course (3-4 credits)	6-8 Credits of Arts & Letters or Social Science courses	3-4 credits in Communication & Express Capacity + 3-4 credits of LD	6-8 of 15 credits of Core Education Arts & Letters group	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses
Social Science: 2 courses	6-8	2 Social Science courses (6-8 credits) Transfers as 6-8 credits in Social Sciences group	1 of 1 Cultural Diversity course (3-4 credits) 1 of 1 Social Processes and Institutions course (3-4 credits)	6-8 Credits of Arts & Letters or Social Science courses	3-4 credits in Creativity & Innovation Capacity + 3-4 of credits LD	6-8 of 15 credits of Core Education Social Science group	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses
Natural Science: 2 of 3 courses in 2XX sequence	8-10	Transfers as 8-10 credits in Natural, Mathematical & Informational Sciences group	2 of 3 XX Science Courses (8-10 credits)	8-10 credits of 15 credit Lab Science requirement	3-4 credits in Inquiry & Analysis Capacity + 3-4 credits of Science required for CS Major	8-10 of 15 credits of Core Education Science group & 2 of 3 courses required by major additional science sequence	2 of 2 Exploring Knowledge: Scientific Perspectives courses & 2 of 3 required by major in BI 211-213 sequence
Math: 2 Courses (select from MTH 111Z, MTH 112Z, MTH 251, MTH 252)	4-5	Transfers as MATH 111Z, MATH 112Z, MATH 251, MATH 252, respectively.	Transfers as MTH 111Z, MTH 112Z, MTH 251, MTH 252, respectively. One course satisfies Math requirements for Baccalaureate Core; the other as a general elective.	Transfers as MTH 111Z, MTH 112Z, MTH 251, MTH 252, respectively.	Transfers as MATH 111Z, MATH 112Z, MATH 251, MATH 252, respectively  Math 111Z, Math 112Z or Math 251 will fulfill 3-4 credits in Numerical Literacy.  Math 251 and 252 are required for the CS major.	2 of 3 BS Math/Computing classes  Can also use MTH 231 or MTH 251 or CIS 161 to satisfy this requirement  Transfers as MTH 111Z, MTH 112Z, MTH 251, MTH 252, respectively	1 of 1 Foundations: Math course  Can also use MTH 231 or 251 to satisfy this req  Transfers as MTH 111Z, MTH 112Z, MTH 251, MTH 252, respectively
1 course must also satisfy AAOT Cultural Literacy Requirement		Transfers as Difference, Power and Discrimination group course.	N/A	N/A	3-4 credits in Equity, Diversity, & Inclusion Capacity	1 of 2 Core Education Cultural Literacy courses	N/A

Courses must total minimum of 30 credits, can be filled by an elective credit if needed	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 Gen Ed requirements.	Include additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including WR 121 and COMM 111Z)	WR 122Z transfers as 4 credits of 12 required in in Purposeful Learning  WR 123, WR 227, COMM 125, COMM 210, or COMM 225 transfers as 4 credits of 12 required in in Purposeful Learning	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.
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**FIGURE 13: SNAPSHOT OF THE COMPUTER SCIENCE CTM PORTION OF THE CROSSWALK**

To complete this first portion (Figure 13), university faculty should consult with the course development template and the approved CTM/OTM/AAOT crosswalk tables on the HECC website. This will account for first 30 transfer credits because 30 credits are required for a complete CTM.

### Other General Education and Major Coursework

The second portion of the crosswalk accounts for the remainder of the course development template: in particular, the other specific general education courses named, and the major coursework identified. In this section (Figure 14), universities show which requirements will be fulfilled with-transfer coursework. These two sections (Figure 13 and 14) of the crosswalk together illustrate the first 90 credits (or the identified optimal transfer point) and reflect the full MTM.



					credits of 12 required in in Purposeful Learning		
Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
COMM 111Z	4	Transfers as COM 111Z in Gateway group	Transfers as COMM 111Z	Meets general education requirement for COMM 111Z.	Transfers as COMM 210	Transfers as Core Education Arts & Letters group	4 credits of Foundations: Communication and Language
CS 160	4	Transfers as CS Lower Division Elective.	Transfers as CS 160	Elective credits (transfers as CS LD)	Transfers as CS 200	Transfers as CIS 1xxT	Transfers as CS 160
CS 161	4	Transfers as CS 161	Transfers as CS 161	Transfers as CS 161	Transfers as CS 256	Transfers as CIS 210	Transfers as CS 161
CS 162	4	Transfers as CS 162	Transfers as CS 162	Transfers as CS 162	Transfers as CS 257	Transfers as CIS 211	Transfers as CS 162
CS 260	4	Transfers as CS 260	Transfers as CS 261	Transfers as CS 163	Transfers as CS 258	Transfers as CIS 212	Transfers as CS 260
MTH 251	4	Transfers as Math 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MATH 251	Transfers as MTH 251
MTH 252	4	Transfers as Math 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MATH 252	Transfers as MTH 252

Writing-1 course	4	Take WR 122Z: Transfers as WR 122Z in Gateway GenEd.	Take WR 227Z - Transfers as WR 327. Satisfies both major requirements and writing requirements for Baccalaureate Core.	Take WR 227Z - Meets major requirement for WR 227Z	Take WR 122Z Transfers as WR 122Z	Take WR 227Z - 2 of 2 required Writing courses AND substitutes for WR 320 major requirement	Take WR 122Z - Transfers as WR 122Z WR 227Z - Transfers as elective WR 300
CS 205	4		Transfers as CS 271	Transfers as CS 205	Substitutes for CS 314	Substitutes for CS 314	Transfers as CS 271
Discrete Math: MTH 231-232 or CS 250-251	8		Transfers as MTH 231, 232	Meets major requirement for CS 250 and CS 251	CS 250 transfers as CS 250	Transfers as MATH 231-232; B.S. or Core Education Science group; CS 250-251 transfers as CIS 2xxT and substitutes	Transfers as MTH 231-232 or satisfied by MTH 251-252

**FIGURE 14: SNAPSHOT OF THE COMPUTER SCIENCE CTM PORTION OF THE CROSSWALK**

Note that this portion of the crosswalk will also have space for electives because students will likely need to complete some to reach the 90-credit total. The final row of this portion of the crosswalk is for electives:

Electives		Additional elective courses to 90 credits.	Elective Courses to get to 90 credits; Will apply to gen ed, or major requirements, or as electives.  Recommended: • WR 122Z – transfers as WR 22Z. (CS dept. will accept WR 122 at PCC which transfers as WR LDT) • A general elective that fulfills “Difference, Power & Discrimination” Baccalaureate Core requirement • a general elective that is equivalent to HHS 231, Physical Activity or PAC equivalent	Additional elective courses to 90 credits.  Recommended: Additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including WR 121 and COMM 111Z)	Additional elective courses to 90 credits.	required by major additional science sequence Additional elective courses to 90 credits.	Additional elective courses to 90 credits.
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**FIGURE 15: SNAPSHOT OF THE ELECTIVES ROW OF THE MTM-CAP IN COMPUTER SCIENCE**

As illustrated in Figure 15, faculty have two options for completing the electives section. It is sufficient to write “additional elective courses to reach 90 credits” here, especially if individual universities are flexible about applying transfer coursework to fulfill degree requirements. However, this is also a great space to recommend electives that would be advantageous for students to complete at the community college. Although it is not possible for the course



development template to account for every unique requirement at each university, this space in the crosswalk can indicate, for advisors, that students should complete a specific math, writing, or language course, etc. In the case of the Computer Science MTM, two universities chose to recommend specific coursework that would help students on their transfer pathway (Figure 15).

## Remaining Requirements

This final section of the crosswalk is for all the coursework (up to 90 credits) that students will complete at their transfer university to earn a BA or BS in their major (Figure 16). It will include all remaining general education requirements—most commonly, the ones that are unique to an institution—, remaining degree requirements, like second language, all remaining major coursework, and remaining electives. Universities must be able to account for all these requirements in the space of 90 credits, as MTM agreements cannot exceed 180 credits.

Credit Total	30	60	90	120	150	180	210
Remaining Degree Requirements	EDU	OSU	PSU	SOU	UD	WOU	
General Education	3-6 credits in Aesthetics and Humanities (also in two different disciplines)	Difference, Power & Discrimination (3-6)	Junior Cluster (Units: Studies) (12 credits)	12 upper division credits required: 4 in ED, and 8 in each of two other disciplines (Communication & Expression, Creativity & Innovation, Inquiry & Analysis, Numbers) (liberal)	8-9 credits of Core for Adv. students, possibly including one multicultural course	8-9 credits of Foundations: Critical Thinking	8-9 credits of Foundations: Critical Thinking
	3-6 credits in Artistic Process and Creation (APC) in two different disciplines	Fitness (3)	Additional Arts & Letters or Social Science Elective (3 credits)	7-8 credits of Core for Social Science students, possibly including one multicultural course	7-8 credits of Core for Social Science students, possibly including one multicultural course	4 credits of Foundations: Health Promotion	4 credits of Foundations: Health Promotion
	3-6 credits in Natural, Mathematical & Informational Sciences (also in two different disciplines, including at least one physical/biological science)					*** also year seminars requirements waived	*** also year seminars requirements waived
	3-6 credits in Social Sciences (SSC) in two different disciplines						
	3-6 credits in Natural, Mathematical & Informational Sciences (also in two different disciplines, including at least one physical/biological science)						

General Education Credits	30	60	90	120	150	180
Major Requirements	CS 221 (4 credits) CS 222 (4 credits) CS 223 (4 credits) CS 224 (4 credits) CS 225 (4 credits) CS 226 (4 credits) CS 227 (4 credits) CS 228 (4 credits) CS 229 (4 credits) CS 230 (4 credits) CS 231 (4 credits) CS 232 (4 credits) CS 233 (4 credits) CS 234 (4 credits) CS 235 (4 credits) CS 236 (4 credits) CS 237 (4 credits) CS 238 (4 credits) CS 239 (4 credits) CS 240 (4 credits) CS 241 (4 credits) CS 242 (4 credits) CS 243 (4 credits) CS 244 (4 credits) CS 245 (4 credits) CS 246 (4 credits) CS 247 (4 credits) CS 248 (4 credits) CS 249 (4 credits) CS 250 (4 credits) CS 251 (4 credits) CS 252 (4 credits) CS 253 (4 credits) CS 254 (4 credits) CS 255 (4 credits) CS 256 (4 credits) CS 257 (4 credits) CS 258 (4 credits) CS 259 (4 credits) CS 260 (4 credits) CS 261 (4 credits) CS 262 (4 credits) CS 263 (4 credits) CS 264 (4 credits) CS 265 (4 credits) CS 266 (4 credits) CS 267 (4 credits) CS 268 (4 credits) CS 269 (4 credits) CS 270 (4 credits) CS 271 (4 credits) CS 272 (4 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Major Electives	CSM 252	CSM 252	CSM 252	CSM 252	CSM 252	CSM 252
Upper Division Electives	CS Upper Division Electives (14 credits)	CS Upper Division Electives (14 credits)	CS Upper Division Electives (14 credits)	CS Upper Division Electives (14 credits)	CS Upper Division Electives (14 credits)	CS Upper Division Electives (14 credits)
Lower Division Credits	18	22-24	24	24	24	24
Upper Division Credits	40-48	47	48	48	48	48
Additional Electives			Additional Math Electives: MTH 252 or MTH 253 (4 credits)	Additional Math Electives: MTH 252 or MTH 253 (4 credits)	Additional Math Electives: MTH 252 or MTH 253 (4 credits)	Additional Math Electives: MTH 252 or MTH 253 (4 credits)


**FIGURE 16: REMAINING REQUIREMENTS IN THE MTM IN COMPUTER SCIENCE**

Do not repeat coursework that has already been completed in the first half of the MTM pathway. Only include the remaining coursework that students must complete.

## Accuracy and Alignment

Faculty subcommittee members are responsible for ensuring that the information on the crosswalk is accurate and aligned appropriately to their institution's general education, graduation, and major requirements. MTMs must be honored, as written, and have catalog rights that follow students, so universities will have to grant the articulations in the MTM agreement. The crosswalk, like all other parts of the MTM, can be revised and updated during the maintenance cycle.

## ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) WORKSHEET

	A	B	C	D	E	F	G	H	I
1				Advanced Placement and International Baccalaureate Alignment for Business MTM					
2	AP Exam Alignment								
3	AP Exam Name	Score	Credit Range	Course Articulations	MTM Major Requirements	Acceptable Level of Alignment	Not an Acceptable Level of Alignment	Explanation	Learning Outcomes for Unacceptable Alignment
4	AP Statistics	Level 3	4-5	MTH 243 (4); Math 105 (4); MTH 243 (4); MTH 243 (4); MTH 200T (4); MTH 243 (4); STAT LD Transfer (4); MTH 243 (4); MTH 243 (4); LDT Credit (4) MTH 243 (4); MTH Elective (4) ST elective (4); MATH 243 (4); MTH Elective (4); STAT 243 (4); MTH 243 (4); MTH LDT (will meet GEOR) (4); MTH 243 (4); STAT 243 (5); Elective (4); MTH 243 (4); Mathematics (1 course) (4)	MTH 243; ST 201	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
6	AP Statistics	Level 4	4-5		MTH 243; ST 201	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
6	AP Statistics	Level 5	4-5		MTH 243; ST 201	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
7				MTH 251 (4); MTH 251 MTH 251(5); MTH 251 (5); MTH 251 (4); MTH251 (5); MATH 251 (4); MTH 251 (4); MTH 251 (5); MTH 251 (5); MTH 251 (4); MTH 251 (4); MATH 251(4); MTH 251 (4); MTH 251 (4); MTH251 (5); MTH 251 (4); MTH 251 (4); MTH 251 (5); MATH 251,252 (10); MTH 251 (5); Mathematics (1 course) (4); MTH 251 (4)	MTH 251	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UO course differs	N/A
	AP Calculus AB	Level 3	4-5						
8				MTH 251, 252 (8); MTH 251, 252 (10); MTH 251, 252 (10); MTH 251, 252 (8); MTH 251, 252 (10); MATH251, 252 (8); MTH 251, 252 (8); MTH 251, 252 (10); MTH 251, MTH 252 (10); MTH 251, 252 (10); MTH 251, 252 (8); MTH 251, 252 (9); MTH 251, 252 (9); MATH 251, Math elective (8); MTH 251, 252 (9); MTH 251, 252 (8); MTH 251, 252 (10); MTH 251, 252 (8); MTH 251, 252 (8); MTH 251, 252 (10); MATH 251, 252, 253 (15); MTH 251, 252 (10); MATH 251, 252 (10); Mathematics (1 course) (8); MTH 251, 252 (10)	MTH 251, MTH 252	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UO, OIT, TVCC courses differ	N/A
	AP Calculus AB	Level 4-5	4-5						

**FIGURE 17: AP/IB WORKSHEET FOR THE BUSINESS 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. MTM Faculty Subcommittee members do not need to include or review AP and IB credits used for general education.

AP and IB credits may be able to apply to major requirements within the MTM. Each faculty subcommittee is tasked with completing an AP/IB Worksheet (Figure 17). The worksheet must list all relevant AP and IB exams (that align to major courses in the course development template), their credit range, and course articulations and evaluate whether they differ among the 17 community colleges and 7 public universities in a way that creates a transfer misalignment. MTM Faculty Subcommittee members need to review these courses and recommend whether they can be included in the MTM agreement.

All AP/IB exams and scores that are appropriately aligned must be included in the MTM agreement.

### Alignment

For aligned AP/IB exams, faculty will note the credit range and course articulation in the MTM. Aligned means that the course articulation fits well with the requirements in the course development template.

### Misalignment

All areas of misalignment will be referred to the AP/IB Statewide Policy Group, which will work with higher education to resolve the areas of misalignment. Each time an MTM enters its

maintenance phase, faculty should review again the [AP/IB](#) tables and identify whether exams are now eligible for inclusion.

## PROGRAM LEARNING OUTCOMES



### Transfer Council: Major Transfer Maps (MTM) COMPUTER SCIENCE MTM SUBCOMMITTEE

#### Program Learning Outcomes (PLO)s:

1. Develop software using both structured and object-oriented paradigms that meets the requirements of a written specification.
2. Explain the software development lifecycle and the specific tools and processes used to create software.
3. Design, analyze, and implement algorithms to solve computational problems using various data structures as problem-solving tools. These data structures must include arrays, stacks, queues, linked lists, trees, and hash tables.

#### FIGURE 18: PROGRAM LEARNING OUTCOMES FOR THE MTM IN COMPUTER SCIENCE

The subcommittee should work together to craft assessable and measurable program learning outcomes (PLOs) for the associate degree attached to the MTM (Figure 18). Because PLOs should reflect what students can demonstrate at the conclusion of their associate degree, they are something that the entire committee should work on together.

The requirement for program learning outcomes follows [NWCCU Standard 1.C.2](#), which states that:

- Awards of credit, degree, certificates, or credentials for programs are based on student learning.
- Courses, programs, certificates, and degrees have clearly stated learning outcomes and consistent assessment practices; there is some level of institutional measurement of learning outcomes.
- Learning outcomes are of appropriate breadth, depth, and sequencing.

#### General Guidance:

- Each MTM degree should have no more than 1-3 PLOs that are related to the major discipline and are in keeping with the discipline coursework included.
- Each college can add their own additional outcomes but may not subtract from the MTM group-developed outcomes.
- Institutions should add their own institutional learning, core competencies, and/or general education outcomes in keeping with their individual campus practices.

### PLOs should:

- Be specific and measurable
- Describe what a student will be able to do because of the major-specific coursework that has occurred throughout the degree. For example, “Upon completion of this degree, a student will \_\_\_\_\_ (insert appropriate measurable Bloom’s Taxonomy verb)”
- Be clear so that students and colleagues can understand them
- Be rigorous yet realistic outcomes achievable by students

To help faculty as they write PLOs for their MTM, consider the following best practices:

- **Action:** Write in active voice
- **Context:** Envision what student can do after the program because of the program
- **Scope:** Set reasonable expectations
- **Complexity:** Can drive decisions and improvements in student learning
- **Brevity & Clarity:** Concise and clear language that is understood by students and other stakeholders
- **Assessable:** Must be measurable by each institution according to their own assessment practices.

Table 6 provides an example of PLOs from other associate degrees, certificates, and programs:

Degree	Outcome
CCET AAS	Apply analytical techniques and problem-solving skills using the knowledge of fundamental mathematics and technical sciences to address problems encountered in Civil & Construction Engineering Technology.
Early Childhood Certificate	Develop, implement, and assess developmentally appropriate teaching practices, environments and curriculum for young children.
Human Services Certificate	Demonstrate an understanding of the interdisciplinary theories and practices used in the human service field.
Accounting AAS	Develop and interpret accounting and financial information for decision making.
Paralegal AAS	Apply analytic, critical thinking and research skills to fact situations within a legal context.

**TABLE 6: SAMPLE PROGRAM LEARNING OUTCOMES**

Other examples of the PLOs used in previously approved MTMs can be found on [the HECC website](#).

## STUDENT FACING DOCUMENT

DRAFT for Transfer Council Review

Major Transfer Maps  
Computer Science

Associate of Science Transfer degree in  
Computer Science

**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 towards a bachelor's degree in that major.

**Planning to transfer?** Use this guide to plan your computer science path.

Learn More:  
<https://computerscience.chemeketa.edu/>

**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 towards 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.

Credits will transfer to the following universities:

- Eastern Oregon University (EOU)
- Oregon State University (OSU)
- Portland State University (PSU)
- Southern Oregon University (SOU)
- University of Oregon (UO)
- Western Oregon University (WOU)

Chemeketa Community College Computer Science Program

If you are interested in a career in computer science, software engineering, or technology, Chemeketa Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to develop the skills and knowledge to become a professional computer scientist or software developer, including problem solving, programming, data structures, computer systems, and key foundations in mathematics and science.

In collaboration with your community college advisor, use the information below to select your courses to ensure they will meet requirements of your Oregon public university or participating private university.

Year 1		
<u>Computer Science</u>	Complete <u>CS 160</u> , <u>CS 161</u> , and <u>CS 162</u>	12
<u>Writing</u>	Complete <u>WR 121Z</u>	4
<u>Communications</u>	Complete <u>COMM 111Z</u>	4
<u>Math</u>	Complete <u>MTH 111Z</u> and/or <u>MTH 112Z</u> (if required by math placement) Complete <u>MTH 251Z</u>	5-13
<u>Social Sciences &amp; Arts and Letters</u>	Complete two Social Science and two Arts & Letters Courses One of these must satisfy the Cultural Literacy requirement	16

Year 2 – Select Path Based on Transfer Target					
	EOU / SOU / WOU		PSU / OSU / UO		
<u>Computer Science</u>	Complete <u>CS 260</u>	4	<u>Computer Science</u>	Complete <u>CS 205</u> and <u>CS 260</u>	8
<u>Writing</u>	Complete <u>WR 122Z</u>	4	<u>Writing</u>	Complete <u>WR 227Z</u>	4
<u>Math</u>	Complete <u>MTH 252Z</u>	5	<u>Math</u>	Complete <u>MTH 252Z</u> Complete <u>MTH 231/232</u>	13
<u>Science</u>	Complete any two lab science courses	8-10	<u>Science</u>	Complete a science sequence (with labs): • <u>BI 211-213</u> • <u>CH 211, BI 211-212</u> • <u>CH 211-213</u> • <u>GEO 201-203</u> • <u>PH 201-203</u> • <u>PH 211-213</u>	12-15
<u>Electives</u>	Complete electives* to reach 90 credits	14+	<u>Electives</u>	Complete electives* to reach 90 credits	0+

\* Electives must be courses numbered 100 or above. Check with an advisor for university-specific recommended electives.

Contact an advisor, or visit <https://computerscience.chemeketa.edu/advising/> to learn more about the program and courses listed above.

Simplify your credit transfer

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

Visit [oregon.gov/highered](https://oregon.gov/highered) to learn more about the HECC.

**FIGURE 19: A SAMPLE OF A COMPLETED STUDENT FACING DOCUMENT FOR THE CHEMEKETA COMMUNITY COLLEGE COMPUTER SCIENCE MTM**

Each community college will be given a template student facing document (Figure 19). Colleges should customize page one with their institution's logo, QR codes or other relevant URLs for students, and include the list of participating universities. Page two of the student facing document will contain all the information from the course development template customized to the course offerings available at that community college. The goal is to show students exactly what they need to take to complete a degree. Figure 19 shows one possible design of the student facing document. By necessity, this MTM organized their core into year one and year two coursework. Not all MTMs will be designed in this way.

### MEMOS FROM CHIEF ACADEMIC OFFICERS OR PROVOSTS (AS NEEDED)

When curriculum changes are needed because of an MTM agreement, it is necessary to obtain a memo from an institution's CAO or Provost detailing their commitment to the change and when it will be implemented at their institution.

Higher Education Coordinating Commission  
3223 25<sup>th</sup> St. SE  
Salem, OR 97302

Dear Higher Education Coordinating Commission:

The University of Oregon is prepared to accept transfer students in the Human Development Family Services (HDFS) track into our Family Human Services degree program according to the Major Transfer Map approved by the HDFS Major Transfer Committee. This committee approved the Major Transfer Map in response to the Senate Bill 233 to ease the process of students transferring from community colleges to Oregon Universities.

The University of Oregon will immediately be able to take 3 of the 4 courses approved by the committee. However, at present we cannot accept 200-level transfer credits for the fourth class, FHS 328, and over the course of the 2024-2025 academic year, we will be making a change in the curriculum to change our course to a 200-level course. After this change, all courses on the HDFS Major Transfer Map will be accepted at the University of Oregon.

Sincerely,



Ron Bramhall  
Associate Vice Provost for Academic Affairs  
Office of the Provost  
University of Oregon

## FIGURE 20: MEMO FROM UO FOR THE HDFS MTM

For example, in Figure 20, the Provost from the University of Oregon explains a curriculum change their university will implement in the next academic year that will allow course in the HDFS MTM to be accepted at UO.

Memos can also be used to account for variance. For example, if an institution typically requires STAT 243Z, but similar outcomes can be achieved from MTH 244 (included in the MTM package), then the memo would detail that this articulation will be accepted for students in the MTM pathway.

This level of compromise from both community colleges and universities is necessary and student focused. It ensures that community college advisors and registrars can effectively guide students on their transfer pathway and implementation of MTMs.

## NARRATIVE OF MTM DEVELOPMENT

Once the MTM documents are complete, the co-chairs of the MTM subcommittee, with the help of the subcommittee should draft a narrative, approximately 1-2 pages, that describes the decisions and rationale of the subcommittee. This serves two purposes:

- Helps the Transfer Council and the Commission to understand the work and decisions of the faculty subcommittee
- Provides a historical record of the thinking of the subcommittee at the time, as membership will change over time

This is also the space to provide a rationale for any variance that appears in the course development template. The [MTM in Computer Science](#) provides an excellent example of the narrative that should accompany the MTM.

## ANNUAL MTM-CAP TIMELINE

According to statute (ORS 350.404), community colleges and public universities must establish an MTM for one major course of study per year. SB 233 decreased (temporarily) the number of MTMs that needed to be developed per calendar year to increase faculty capacity for statewide alignment of Common Course Numbering (CCN). As of January 1, 2026, the requirement changes



back to three major courses of study per year. Table 7 outlines the legislative requirements of MTM adoption.

#### ADOPTION TIMELINE

Year	Legal Requirement	Actual Status
2022	1 MTM adopted	<ul style="list-style-type: none"> <li>• Transfer Council considers MTM OARs</li> <li>• 0 MTM adopted (SB 233 decreased MTM requirements to one per year)</li> </ul>
2023	2 MTMs adopted (catch up from 2022)	<ul style="list-style-type: none"> <li>• Transfer Council recommends MTM rules</li> <li>• Commission approves MTM OARs</li> <li>• Transfer Council adopts new MTM templates based on rules</li> <li>• Psychology and Sociology MTMs under development</li> </ul>
2024	1 MTM adopted	<ul style="list-style-type: none"> <li>• Human Development and Family Services (HDFS)</li> </ul>
2025	1 MTM adopted	<ul style="list-style-type: none"> <li>• Major: Communications</li> </ul>
2026	3 MTMs adopted	<ul style="list-style-type: none"> <li>• Majors: TBD</li> <li>• ORS 350.404 effective moving forward regarding number of MTMs per calendar year</li> </ul>

TABLE 7: LEGISLATIVE TIMELINE OF MTM REQUIREMENTS

#### MTM SELECTION & TIMELINE

Moving forward, the process for selection and development of newly adopted MTM subject areas will be:

- **August:** The Commission, in consultation with the Transfer Council, will determine the major courses of study for development as a cap (OAR 515-025-0010, ORS 350)
- **September-October:** The Commission will consult with institutions to determine which institutions are required to participate
- **November:** The Transfer Council will appoint, from the pool of participating institutions, a faculty subcommittee. HECC staff will work with CAOs and Provosts to obtain faculty nominations.
- **December:** Nominations to the MTM Faculty Subcommittee will be voted on by the Transfer Council.
- **January AY 1:** Faculty subcommittee meets and begins work on the development of the MTM. Faculty will meet:
  - 2-3 times, winter term
  - 2-3 times, spring term
  - 2-3 times, fall term

- **January AY 2:** Completed MTM-CAPs are due in one calendar year from when the committee first is convened; completed MTM-CAPs can be submitted to Transfer Council sooner.

## MTM-CAP APPROVAL PROCESS



**FIGURE 21: LINEAR GRAPHIC OF THE MTM APPROVAL PROCESS**

A completed MTM-CAP requires three levels of approval, as shown in Figure 21:

- The Faculty MTM Subcommittee must by majority vote to recommend the completed CAP to the Transfer Council.
- The Transfer Council reviews the completed MTM and votes to recommend it to the Commission. The Co-Chairs of the faculty subcommittee attend Transfer Council and speak to the creation of the MTM and answer questions from Transfer Council members. This would also be the point when minority reports would be considered.
- When a new MTM is approved and recommended by the Transfer Council, it moves on to the Commission for review and a vote. Once approved by the Commission, the MTM goes into effect at the start of the next academic year.



## PLANNED MTM MAINTENANCE

To ensure continuous alignment and improvement of Major Transfer Map Curriculum Articulation Policies (MTM-CAP), faculty are charged with annually reviewing approved MTM-CAPs. This activity is known as MTM Maintenance. An MTM will enter maintenance one full academic year after its approval by the Commission.

## MTM MAINTENANCE PROCESS

MTM maintenance may take two forms:

- **Housekeeping:** Updates to the existing MTM-CAP that do not substantially alter the curriculum agreement
- **Revision:** Updates to the existing MTM-Cap that do substantially alter the curriculum agreement

The form that maintenance takes may be driven by faculty, by data/student need, or by the Transfer Council.

### HOUSEKEEPING

Housekeeping to the MTM-CAPS takes the form of minor changes that do not substantially alter the framework. This can include things like newly aligned CCN courses, adding or subtracting student facing documents, updating participants, updating the OPU crosswalk for accuracy, for example).

**Faculty Time Commitment:** Low; 1-2 zoom meetings; completed in one academic quarter

#### **Process:**

- Subcommittee is sent a copy of the approved MTM-CAP to review and directed to identify updates needed to the materials
  - Faculty can use track changes to highlight/identify these; it's also okay if no updates are needed
- HECC staff makes the updates to the materials and gathers any new student facing documents
- Subcommittee meets to discuss and vote on the updated MTM-CAP or to reaffirm the existing MTM-CAP (if no updates are needed)
- Updated MTM-CAP is posted to the website

### REVISION

Revision to MTM-CAPs takes the form of substantial changes to the framework. This could take the form of additions or deletions from the course development template, creation of new courses, or addressing an institutional curriculum change. At a minimum, all MTM-CAPs should engage in revision once every 5 years, using relevant data on student experience/performance.

**Faculty Time Commitment:** Medium-High; multiple zoom meetings; completed over an academic year

**Process:**

- Subcommittee is reconvened and HECC staff reviews the modifications necessary based on the annual maintenance survey; or: subcommittee is reconvened because it is the required 5-year curriculum revision
- Subcommittee creates a plan for completing the necessary revisions within an academic calendar year
- Subcommittee votes on the revised MTM-CAP
- Revised MTM-CAP is brought back to the Transfer Council for a vote and then posted to the commission website

## CATALOG RIGHTS & MAJOR TRANSFER MAPS

As new MTM-CAPs are developed and approved MTM-CAPs enter maintenance, it is important to remember that MTM agreements have catalog rights. Much like a student's catalog year follows them throughout their years at a university, the year a student begins an MTM pathway determines which MTM agreement they are following and which bachelor's degree requirements they are following at their receiving institution. Students have seven years from the term they begin an MTM to complete it. Participating institutions are required to honor the agreement as written and articulate courses as specified in the agreement.

This language is enshrined in the guarantees that open the MTM-MOU and MTM-CAP agreements:

“Catalog rights follow the MTM CAP agreement. Eligibility to graduate following the Bachelors’ degree requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the [name of associate degree for MTM-CAP subject area]. If the student does not complete the bachelor's degree within 7 years of the first enrollment at the community college awarding the [name of associate degree], they should meet with an advisor to determine which catalog to use.”

The [HECC website](#) will house all MTM agreements with the date the agreement is approved and the date it is first effective.

## OREGON ADMINISTRATIVE RULES (OARS) FOR MTMS

Oregon law defines "rule" as "any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or policy, or describes the procedure or practice requirements of any agency" (Oregon Revised Statute (ORS) 183.310(9)). Agencies may adopt, amend, repeal or renumber rules, permanently or temporarily (up to 180 days), using the procedures outlined in the [Oregon Attorney General's Administrative Law Manual](#).

In August 2023, the Commission approved [OARs for MTMs](#). These rules govern the development and implementation of MTM-CAPs. These rules have been codified in ORS 350.

Table 8 provides a simple overview of each administrative rule.

Rule	Title	Summary
<a href="#">715-025-0001</a>	Transfer Council Terms	Establishes the Transfer Council, its membership, and the terms of service
<a href="#">715-025-0005</a>	Definitions	Gives definitions for CTMs, MTM CAPs, and Institution as they are codified in ORS
<a href="#">715-025-0010</a>	Selection of Majors for Major Transfer Map Curriculum Articulation Policy Development	Provides a timeline of when the Commission will name new MTM CAPs, and the criteria used to make those decisions
<a href="#">715-025-0015</a>	Institutional Participation in Major Transfer Map Curriculum Articulation Policy Development	Charges the Commission with determining which institutions are required to participate in and offer the MTM CAP and are eligible to serve on the faculty subcommittee
<a href="#">715-025-0020</a>	Major Transfer Map Curriculum Articulation Policy Development and Content	Details the charge for the MTM Faculty Subcommittee
<a href="#">715-025-0025</a>	Transfer Council Action	Charges the Transfer Council with voting to recommend a completed MTM CAP to the Commission
<a href="#">715-025-0030</a>	Declaration of Lack of Timely Progress	Defines the conditions under which the Commission can declare that lack of progress is being made on a MTM CAP and how a draft CAP will be completed and delivered to the Transfer Council
<a href="#">715-025-0035</a>	Commission Consideration and Approval of Major Transfer Map Curriculum Articulation Policies	Defines how the Commission may act on MTM Cap recommended by the Transfer Council

<u>715-025-0040</u>	Effect of Major Transfer Map Curriculum Articulation Policy Adoption on Institutions	Outlines the requirements of participating institutions
<u>715-025-0045</u>	Program Termination	Requires institutions that terminate a program subject to an MTM CAP to notify the Transfer Council
<u>715-025-0050</u>	Annual Review of Adopted Major Transfer Map Curriculum Articulation Policies	Charges the Transfer Council to review adopted CAPS annually
<u>715-025-0055</u>	Modification of Major Transfer Map Curriculum Articulation Policy	Charges institutions with notifying Transfer Council about any course or curriculum changes that impacts adopted CAPs
<u>715-025-0060</u>	Exemption From Participation in a CAP	Details the conditions under which an institution can request to be exempt from participating in an MTM-CAP and the criteria that the Transfer Council can consider in their decision

**TABLE 8: SUMMARY OF OARS FOR MTM-CAPS**

## APPENDIX I: FREQUENTLY ASKED QUESTIONS ABOUT INSTITUTIONAL PARTICIPATION

### WHY HAS INSTITUTIONAL PARTICIPATION CHANGED?

Prior to SB 233 (2021), there was not a shared statewide understanding of what it meant to sign the MTM-MOU agreements. This resulted in uneven adoption of MTMs and confusion over what participation truly meant.

With the passing of SB 233 and administrative rules that govern MTM-CAPs, institutional participation is more clearly defined in rule. However, the expectation of institutional participation hasn't changed.

### HOW IS INSTITUTIONAL PARTICIPATION DETERMINED?

Administrative rule states “All institutions offering a program leading to a two-year certificate, associate degree, or bachelor’s degree, excluding an applied baccalaureate degree, that is the subject of a CAP shall be bound by the terms of the CAP.”

A program is also defined in rule as “any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education certificate that represents a shorter period of activity but has value as a public credential.”

For community colleges, the office of Community College and Workforce Development (CCWD) generates a matrix of relevant programs at all 17 community colleges drawn from Webforms and academic catalogs. This is used to determine which institutions might be subject to the CAP agreement.

For public universities, the office of Academic Policy and Authorization (APA) uses university academic catalogs to identify if they offer a bachelor’s degree in the CAP subject area.

### ARE INSTITUTIONS CONSULTED AS PART OF THIS PROCESS?

Yes! Consulting with institutions is required in administrative rule and an important part of the process. When a new MTM is named, HECC sends Provosts and Chief Academic Officers a letter informing them of the new MTM and our initial determination about participation. Provosts and CAOs are invited to complete a brief survey indicating their agreement or disagreement with the determination. All areas of disagreement result in a consultation appointment, so that we can discuss in greater detail our two assessments and reach a consensus. This is only the first step in determining the participants that will be included on the MTM-CAP agreement.

### CAN THE PARTICIPATION STATUS OF MY INSTITUTION CHANGE OVER TIME?

Yes, but only under certain conditions. Institutions can become included in a CAP agreement by adding a program, degree, or certificate in the CAP subject area. Similarly, institutions can be

removed from a CAP agreement if they drop a program, degree, or certificate in the CAP subject area. HECC staff surveys Provosts and CAOs every spring to verify the status of participants.

In some cases, an institution initially determined as a participant might not be a good fit for the agreement once the faculty subcommittee completes its work. There is also a process by which institutions can request exemptions from an agreement if they meet the criteria in rule.

### WHAT IF MY INSTITUTION DISAGREES WITH HECC'S DETERMINATION ABOUT ITS PARTICIPATION?

Institutions have a right to disagree with HECC's determination about their participation and can request, in writing, an exemption from the Transfer Council.

Administration rule defines the conditions under which an institution may file for exemption from participation in an MTM-CAP: "An institution may submit a request that a program offered by the institution be exempt from CAP requirements, if the institution offers a program similar in title, but where the areas of foci in upper division coursework diverge significantly from other public institutions such that the program is reasonably considered distinct from the other CAP programs" ([OAR 715-025-0060](#)).

Institutions can file for an exemption at any time, so the initial determination by the HECC after a new MTM is named is not the last opportunity a university or college will have to be excluded from the CAP agreement. Unless an exemption is granted by the Transfer Council, an institution is participating and bound by the terms of the MTM-CAP agreement.

### WHAT DOES PARTICIPATION MEAN FOR MY INSTITUTION?

The impact of participation differs slightly between community colleges and public universities. Community colleges are required to have the MTM implemented and available to students by the start of the third academic year after the MTM has been approved by the Commission ([OAR 715-025-0040](#)). This is out of recognition that colleges may need to engage in curricular changes to offer the MTM.

In addition to any course-level changes required by the MTM agreement, community colleges must add the associate degree named in the MTM agreement. These agreements cannot be mapped onto other associate degrees. They are attached only to the degree named in the agreement. For example, if the institution only offers an ASOT in Business but is a required participant in the MTM, then it must add the AST in Business. The presence of the degree in the academic catalog is one way HECC measures compliance.

Universities must implement any required changes immediately to ensure that they can provide students with the guarantees of the MTM agreement.