

A statewide policy that identifies the community college courses needed to transfer to any participating Oregon public university with the same status as a first-time freshman seeking a Bachelor of Arts or Science in Human Development and Family Services (HDFS).

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Statewide Transfer Articulation Agreement:
Major Transfer Map Curriculum Articulation Policy in Human
Development and Family Services
90 Credits

Associate of Arts Transfer or Associate of Science Transfer in Human Development and Family
Services

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

To: Oregon State University
Portland State University
University of Oregon

180 total credits for:
Bachelor of Arts or Science in Human Development and Family Services

Introduction: A Major Transfer Map Curriculum and Articulation Policy (MTM CAP) is for students transferring from a participating Oregon community college to any participating Oregon university who know which major/bachelor's degree program they want to pursue. The MTM CAPs identify the optimal and specific set of lower division courses students must take to transfer efficiently into the major at the university. The successful completion of the major transfer map allows students to receive the number of academic credits referenced in this MTM CAP, and comparable standing to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. MTM CAPs must include at least 30-credits of general education defined by the Core Transfer Map (CTM). MTM CAPs may choose to specify relevant or required General Education courses as part of the 30-credit CTM component of the MTM CAP. Receiving institutions will not require students to retake a course if the minimum grade requirements, specified in this agreement, have been met.

The statewide MTM CAPs will use one of the following formats. The selected format will be specified in each approved MTM program:

- an Associate of Arts or Science Transfer degree in Human Development and Family Services

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

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404).

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

The guarantees and limitations in the next two sections describe the requirements all participating institutions.

Part 1: Guarantees

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

1. Time until completion of the major at the public university that is comparable to time until the completion of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Catalog rights follow the MTM CAP agreement. Eligibility to graduate following the bachelor's degree requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the Associate of Arts Transfer degree in [MAJOR] or Associate of Science Transfer degree in [MAJOR]. If the student does not complete the MTM CAP

bachelor's degree within 7 years of the first enrollment at the community college awarding the MTM CAP, they should meet with an advisor to determine which catalog to use.

3. If a student transfers before completing the MTM CAP, all courses will still transfer but may not apply in the same way as they would if the MTM CAP was completed. If the student has completed a CTM, the guarantees inherent in the CTM apply. All courses in the incomplete MTM CAP or incomplete CTM will transfer individually.
4. The ability to file a student complaint.
 - a. Students encourage to first follow their home institution's internal complaint process (e.g., talk to their academic advisor, academic unit, Registrar or Provost)
 - b. Students may send complaints in writing to the Transfer Council. transfercouncil@hecc.oregon.gov.
 - c. No later than 2027, the Commission will approve Oregon Administrative Rules that outline a comprehensive student complaint process that will center the Transfer Council as the primary focal point for interinstitutional transfer student complaints.
 - d. The HECC only has authority to handle student complaints if they are related to discrimination or retaliation.
5. Students who successfully complete the MTM CAP at a community college will have the MTM CAP notated on their transcript. If the MTM CAP takes the form of an associate degree, it will be reflected in the standard degree posting format used by the community college and specifically notated on page two of this document. If the MTM CAP is not an associate degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript and specifically notated on page two of this document.

Part 2: Limitations

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

AP and IB articulated credits used to meet the general education components of the Major Transfer Map Curriculum Articulation Policy will transfer and are guaranteed to fulfill general education requirements at the receiving institution if the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.
 - AP (Advanced Placement) and IB (International Baccalaureate) in the MTM CAP:

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

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

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM faculty subcommittee will determine whether the differences constitute acceptable and warranted variance within the MTM CAP. If so, the subcommittee will communicate about the variance to the Transfer Council upon submission of the MTM CAP. All participating institutions must adhere to the MTM CAP when accepting credits.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.
7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Required Participation

Institutions listed on page two are required to participate in the MTM CAP as governed by the Oregon Administrative Rules (OAR) noted below:

715-025-0015

INSTITUTIONAL PARTICIPATION IN MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY DEVELOPMENT

(1) Prior to the development of a CAP, the Commission shall, in consultation with institutions, determine which institutions offer programs that may be subject to the requirements of the CAP. The Commission shall provide a list of such institutions to the Transfer Council.

715-025-0035

COMMISSION CONSIDERATION AND APPROVAL OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICIES

(5) The Commission shall notify participating institutions in writing to provosts or chief academic officers within 60 days of approval of a CAP, and shall specify the academic year no later than which the CAP must first be available for students

715-025-0040

EFFECT OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY ADOPTION ON INSTITUTIONS

(1) 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, except as provided in OAR 715-025-0060.

(2) Community colleges shall, not later than the start of the third academic year following notification by the Commission, grant students who are enrolled in the program subject to the notification the credential or designation specified in the Curriculum Articulation Policy, provided such student has completed the requirements of the CAP.

(3) Any institution that enrolls a student with the specified CAP credential or designation must afford the student the privileges of CAPs as specified in ORS 350.404 and the CAP, and shall not require a student to retake a course covered by the credential or designation earned.

Part 4: Institutional Obligations

First, Oregon public universities and community colleges will follow OAR 715-025-0055 to modify a MTM CAP. The Oregon Administrative Rule reads:

MODIFICATION OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY

(1) An institution considering a course or curriculum change, including the creation of a new academic program, that impacts or may be impacted by an adopted CAP, shall notify the Transfer Council and Commission of the proposed course or curriculum change prior to the implementation of such change.

(2) If the change proposed as provided in section (1) of this rule is the creation of a new program, the Commission shall determine whether the program is subject to the requirements of an existing CAP.

(3) Pursuant to the annual review as provided in OAR 715-025-0050, or upon notification from an institution as provided in section (1) of this rule, the Council shall determine if modification to the CAP is required.

(4) The Council shall appoint a subcommittee for the purpose of considering any modifications and making recommendations for modifying the CAP to the Commission.

(5) Any modifications to a CAP shall be made in accordance to the processes and requirements established in OAR 715-025-0020(2) to (4) and OAR 715-025-0030(2) and (3).

(6) An institution shall not implement any modification to a course or curriculum that would have the effect of causing the institution to be out of compliance with obligations under a CAP unless a modification is approved through the process established in this rule, or the institution receives an exemption as provided in OAR 715-025-0060.

Second, participating institutions will continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalencies for all MTM courses, even when a transferring student has not completed the MTM.

Major Transfer Map: Statewide Articulation Agreement Participants to the Agreement

On January 16, 2025, and by unanimous vote the Transfer Council recommends this MTM CAP to the Commission for approval.

On April 10, 2025 and by a unanimous vote the Commission approves this MTM CAP. MTM CAP is effective beginning Fall 2025.

On October 9, 2025 and by a unanimous the Commission approves this MTM CAP with modifications recommended by the Transfer Council. Modifications are noted on the last page of this agreement.

Part 5: Major Transfer Map Participants

Subcommittee members:

Andrew Garland-Forshee (PCC) – Co-Chair
 Terese Jones (LBCC) – Co-Chair
 Jana Meinhold (PSU)
 Jen Doty (UO)
 Bridget Hatfield (OSU)
 Georgann Willis (UCC)

Institutional Participants:

Community Colleges	Public Universities
Blue Mountain Community College	Oregon State University
Central Oregon Community College	Portland State University
Chemeketa Community College	University of Oregon
Clackamas Community College	
Columbia Gorge Community College	
Klamath Community College	
Lane Community College	
Linn-Benton Community College	
Mt. Hood Community College	
Portland Community College	
Rogue Community College	
Southwestern Oregon Community College	
Treasure Valley Community College	
Umpqua Community College	

Higher Education Coordinating Commission Staff:

Leigh Graziano Office of Academic Policy & Authorization
 Brittany Miles Office of Community College & Workforce Development

Part 6: Oregon Transfer Council 2024-2025

David Plotkin, Clackamas CC, Co-Chair

Christopher Long, UO, Co-Chair

Alix Gitelman, OSU

Randi Harris, PSU

Tyler Harris, COCC

Benji Henslee, Mazama High School

Traci Hodgson, Chemeketa CC

Nate Kersey, PSU

Jarrett Gilbert, CGCC

Christopher Walsh, EOU

Tad Shannon, WOU

Ryan Bonn, PCC

Kate Sullivan, LCC

Meredith Stone, WESD

Greg Hamann, Vice Chair HECC Commission (ex-officio)

Narrative for Variance in HDFS MTM-CAP Coursework

OAR 715-025-0020: Major Transfer Map Curriculum Articulation Policy Development and Content

OAR 715-025-0020 (4): At the time the subcommittee submits a CAP recommendation to the Council, it shall submit 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 shall:

- (a) 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
- (b) Provide information pertaining to how any differences in courses or course sequences present in the CAP is of benefit to such students; and
- (c) Contain any further information the subcommittee determines is informative.

Statement of Justification for Variance

As the HDFS subcommittee submits the CAP recommendation to the Council, we provide the following justification for the elements of the CAP that require a student to complete different courses or course sequences depending on their potential enrollment or destination institution. This narrative explains the efforts taken to establish curriculum alignment and the benefits of any differences for students.

(a) Efforts to Establish Curriculum Alignment

The HDFS subcommittee and participating institutions have made significant efforts to align the curriculum across all community colleges (CCs) and Oregon Public Universities (OPUs). These efforts include:

1. **Alignment of Learning Outcomes:** We have reviewed and compared the learning outcomes of courses across CCs and PUs. Our goal was to ensure that courses taken at any CC would meet the same educational standards and learning objectives as those at PSU, UO, and OSU. This alignment involved detailed discussions and consensus on the core competencies and skills students should acquire.
2. **Credit Loads:** We standardized the credit loads for similar courses to facilitate smooth transferability. By ensuring that courses with similar content and outcomes have comparable credit values, we reduce the likelihood of students needing to retake courses or earn additional credits after transferring.
3. **Lower-Division Requirements:** We harmonized lower-division course requirements, ensuring that foundational courses required for the HDFS major are consistent across institutions. This effort involved mapping out the course sequences and prerequisites necessary for upper-division coursework, thus providing a clear and coherent pathway for students.

4. **Prerequisite Requirements:** We identified and aligned prerequisite courses to ensure students are adequately prepared for upper-division coursework upon transfer. This alignment helps to avoid any gaps in knowledge and skills that could impede students' progress in their major.

(b) Benefits of Course Sequence Differences

The differences in course sequences across institutions are designed to benefit students in the following ways:

1. **Tailored Pathways:** Variations in course sequences allow for tailored educational pathways that accommodate the specific strengths, interests, and career goals of students at different institutions. For example, some CCs may offer specialized courses in areas like child development or family counseling that align with the unique resources and expertise available at those institutions.
2. **Flexibility and Choice:** Allowing for some variance provides students with flexibility and choice in their educational journey. Students can select courses that best fit their schedule, learning style, and professional aspirations while still meeting the overall requirements of the MTM CAP.
3. **Optimal Transfer Preparation:** Different course sequences can better prepare students for the specific demands of their target university. By aligning courses with the expectations and requirements of receiving institutions, students can transition more smoothly and succeed in their upper-division coursework.

(c) Additional Informative Details

1. **Interdisciplinary Nature of HDFS:** Human Development and Family Services is an interdisciplinary major that draws from various fields, including psychology, sociology, and education. This interdisciplinary necessitates a diverse curriculum that may vary slightly between institutions to reflect their unique strengths and resources.
2. **Course Category Explanation:** The subcommittee spent significant time categorizing courses into specific "buckets" to streamline alignment. These buckets include core categories such as Family, Human Development, Intro to a Profession, and Justice Diversity Equity and Inclusion. Each bucket encompasses courses with similar content and learning outcomes, ensuring that students meet the essential competencies required for the HDFS major.
3. **Worksheet of Category:** The attached Excel worksheet (Appendix A) details the course categories and learning outcomes for each participating institution. This worksheet provides a comprehensive overview of how courses are aligned across CCs and OPUs, demonstrating our commitment to ensuring transferability and academic coherence.

By following these guidelines and making these efforts, we aim to provide a seamless transfer experience for students pursuing a Bachelor of Arts or Science in Human Development and Family Services, ensuring they are well-prepared and supported throughout their educational journey.

This Major Transfer Map Curriculum Articulation Policy (MTM CAP) outlines specific course requirements for students at any participating Oregon community college who plan to transfer to a participating four-year public university and earn a Bachelor of Arts or Science in Human Development and Family Services. A completed Core Transfer Map will transfer to any of the 7 Oregon Public Universities (OPU). A complete MTM-CAP will give students all guarantees listed in this MTM CAP at the participating OPUs listed in this agreement. The MTM CAP is intended for students who know they want to transfer and earn a Bachelor of Arts or Science in Human Development and Family Services, 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 at a minimum:

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”
3. Earn a cumulative grade point average of 2.0

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

Students are strongly encouraged to seek advising before their first term of college and 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.

CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121Z	4
<i>Arts & Letters</i>		
1 st course:	Select from AAOT course list	3-4
2 nd course:	Select from AAOT course list	
<i>Social Sciences</i>		
1 st course	SOC 204Z or equivalent	4
2 nd course	Select from AAOT course list	3-4

<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list	4-5
<i>Mathematics</i>		
1 course	MTH 105Z, or MTH 111Z, or MTH 112Z, or MTH 211 or any AAOT course list math course	4-5
<i>At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Requirement Total		26-31
HDFS COURSES <i>Students must take at least ONE course from <u>each</u> category</i> <i>See an advisor for recommended courses</i> <i>(See Appendix A for example community college equivalencies)</i>		
Family	A course focusing on social issues for children and families	3-4
Human Development	Human development, or infant child, life span, adolescent, or adult development	3-4
Intro to a Profession	An applied professional foundations course like Intro to Human Services or Intro to early childhood education	3-4
Justice, Diversity Equity and Inclusion	A course that examines on justice, diversity, equity, inclusion, and multicultural perspectives in family and human services, or early education in professional settings	3-4
1 additional AAOT Social Science Course	Students will select 1 additional AAOT Social Science Course	3-4
Total Major Requirements		15-20
ADDITIONAL BA-ONLY DEGREE REQUIREMENTS		
Language Other Than English - BA Only	Language through 203 or demonstrated proficiency	0-24
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>		
<i>At this point [above = 40-75 credits], it is recommended students pursue these options:</i>		
1. Take courses that will apply to their major that will transfer to the Oregon public university of their choice		
2. Take courses that will apply to the general education or a minor at the Oregon public university of their choice		
3. Take electives to reach 90 credits that will transfer to the Oregon public university of their choice		
MTM Total		90


Program Learning Outcomes: AAT/AST in HDFS

Upon completion of the AAT or AST in HDFS, students will be:

- Prepared to successfully complete an undergraduate bachelor of arts or science degree in human development related majors, such as family services or child and human services at any public university in Oregon.

AP/IB Equivalencies: AAT/AST in HDFS

There are no required AP or IB equivalent courses required for the major in HDFS at this time.

		HDFS Post-Transfer Crosswalk						
Core Transfer Map		OSU	PSU		UO			
Writing – WR 121Z	4	Writing 121Z (4 credits) (1 of 1 Writing Foundations)	1 of 2 University Writing Courses (4cr)		Satisfies 1 of 2 Writing courses WR 121 and WR 122 or WR 123 or equivalents			
Arts & Letters – 2 courses	6-8	Satisfies 2 of 2 Arts & Humanities (6-8 credits)	BA 6-8 credits of 10 credits required in Arts & Letters courses, with a minimum of 3 credits in Fine & Performing Arts	BS 10 credits min of Arts & Letters/Social Science courses ***Additional credits apply to FRINQ	Satisfies 6-8 credits of the 15 credits in approved area-satisfying courses is required in each area. <i>Each area must include courses in at least two subjects. Total minimum credits: 45 (no more than 3</i>			
Social Science – 2 courses	6-8	SOC 204Z Recommend PSY 201Z or 202Z Satisfies 2 of 2: -- One Social Science course (3-4cr) -- One Communication, Media, & Society (social science) course (3cr) SOC 204Z, PSY 201Z, and PSY 202Z will double dip with major requirements	BA Satisfies the 8 credit Social Science/Science requirement *** Additional credits apply to FRINQ		Satisfies 6-8 credits of the 15 credits in approved area-satisfying courses is required in each area.			
Natural Science – 2 courses w/labs	8-10	Satisfies 2 of 2 Scientific Inquiry and Analysis (8cr)		BS 10 credit min science credits (6 credits min. must be w/lab)	Satisfies 8-10 credits of the 15 credits in approved area-satisfying courses is required in each area (standalone lab course will not count in this requirement).			
Math – MTH 105Z, 111Z, 112Z, 211, or any AAOT math course	4-5	Satisfies 1 of 1 Quantitative Literacy and Analysis (4cr)	BA 1 Science or Math co	BS 1 college-level Math or Statistics course	BA No Math requirement; counts as elective credit (4-5 credits) BS If students have 49-65 on the Alex, MTH 111 counts for 4 of 12 credits. STAT 243Z is very helpful for students interested in research-focused graduate programs, but not required.			
One course must also satisfy: AAOT Cultural Literacy Requirement			N/A		Soc 204 counts as U.S. credit, Satisfies 1			
Courses must total minimum of 30 credits, can		Additional credits taken to reach 30 may be applied to the general education category based on the Core Ed Transfer course articulation policy Recommended: STAT 243Z (4cr), WR 227Z (4cr), COMM 218Z (4cr)	Additional credits taken to reach 30 credit total will be applied to the 30 credit minimum needed to waive the 15 credit - first year University Studies requirement - First Year Inquiry (FRINQ). <i>For the BS: 1 full year of science is required (6- 8cr of lab science and 3-4cr of general science</i>		Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.			
Total Credits Completed (range)		28-35 credits	28-35 credits	21-30 credits	24-30 credits	34-43 credits		
Major Courses	Credits	OSU	PSU		UO			
Family		Satisfies HDFS 201 (Contemporary Families in US)	Satisfies major elective, major prereq		Satisfies major elective for FHS 213			
	3-4	Satisfies major elective and will double dip and satisfy Difference, Power, and Oppression: Foundation						
Human Development		OSU requires Developmental stage for major requirements Courses by developmental stage (i.e., adulthood and aging [HDFS 314], adolescent development [HDFS 313], and infant and child development [HDFS 311] will satisfy a major requirement If Lifespan Development is taken, it will transfer and satisfy a major elective requirement	Satisfies major prerequisite for PSY 311U		Satisfies FHS 228			
	3-4							
		Recommend HDFS 240 (Human Sexuality) will satisfy HDFS major requirement (HDFS 240)	Satisfies major elective		Satisfies major elective for FHS 216			
Equity, Diversity, and Inclusion	3-4	Other courses will satisfy major elective						

Intro to a Profession		<i>If interested in Human Services option:</i> -- Recommend HDFS 262 (Introduction to Human Services). Will double dip with Beyond OSU.		Satisfies a major elective in CYFS	Satisfies major elective for FHS 215			
		<i>If interested in Early Childhood or Child Development option:</i> -- Recommend HDFS 233 (Introduction to the Field of Early Childhood). Will double dip with Beyond OSU.						
1 Additional AAOT Social Science Course Requirements - BA Only	3-4	All others will satisfy a major elective						
	3-4	PSY 201Z, or PSY 202Z (whichever not used for CTM Social Sciences) (4cr)		Fulfills general elective needed to earn first 90 credits	Fulfills general elective needed to earn first 90 credits			
Language other than English Electives to Reach 90 Credits		OSU						
		BA: Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency		BA: Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency (Language courses excluding 203 will count towards BA Arts & Letters requirement)	BA: Successful completion of at least the third term, second year of a second-language course taught in the language or proficiency equivalent to that attained at the end of two years of college study satisfies the Second Language requirement.			
	0-24	N/A						
		OSU		PSU	UO			
		Students should have at least 90 credits at time of starting classes at OSU. Recommended: -- STAT 243Z (4cr) -- WR 227Z (4cr) -- COMM 218Z (4cr)		Students should have at least 90 credits at time of starting classes at PSU. Recommended electives: -- BA requirement: min. 3 credits in Fine & Performing Arts Area	Students should have at least 90 credits at time of starting classes at UO			
Completed Major Transfer Map		90		90	90			
Remaining Degree Requirements		OSU		PSU	UO			
Additional General Education or BA/BS Requirements								
		Transitions (2cr)		Junior Cluster (Univ. Studies) (12cr)	1 Writing course: WR 122 or 123 or			
		Difference, Power, and Oppression: Advance (in major)		Senior Capstone (Univ. Studies) (6cr)	7-9 Arts and Letters credits			
		Seeking Solutions (3-4cr)		BA: min 3cr in a Fine & Performing Arts Area	7-9 Social Science credits			
		Beyond OSU (in major)			5-7 Science credits			
		WR 227Z (if not completed as part of the MTM)(4cr)			1 Cultural Literacy course			
Total Required General Education Credits		9 - 10 credits		18-21 credits	35-41 credits			
Major Requirements		9-10 credits						
		BA: If not completed as part of the MTM: -- PSY 201Z (4cr), PSY 202Z (4cr) -- STAT 243Z (4cr) -- COMM 281Z (4cr) -- HDFS 240 (3cr) -- Beyond OSU: HDFS 233 (3cr) or HDFS 262 (3cr)		CFS 310 (4cr)Also fulfills Univ RESR requirement	CPSY 217 (3cr)			
		BS: If not completed as part of the MTM: -- PSY 201Z (4cr), PSY 202Z (4cr) -- STAT 243Z (4cr) -- COMM 281Z (4cr) -- HDFS 240 (3cr) -- Beyond OSU: HDFS 233 (3cr) or HDFS 262 (3cr)						
		HDFS 311: Infant and Child Development (4cr)		CFS 312U (4cr)	FHS 301 (3cr)			
		HDFS 313: Adolescent Development (4cr)		CFS 381U (4cr)	FHS 330 (4cr)			
		HDFS 314: Adult Development and Aging (4cr)		CFS 391 (4cr)	FHS 331 (3cr)			
		HDFS 341: Family Studies (4cr)		CFS 487/488/489 (10cr)	FHS 420 (3cr)			
		HDFS 360: Critical Thinking in Human Development and Family Sciences (4cr)		CFS 492 (4cr)	FHS 471 (3cr)			
		HDFS 361: Applied Research Methods (4cr)		CFS 301 & CFS 475 (8cr)	FHS 492 (3cr)			
		HDFS 447: Families and Poverty (4cr) Also satisfies DPO-Advanced		CFS 497 - Practicum (4cr)	FHS 493 (3cr) or FHS 494 (3 cr)			
		HDFS 461: Program Development and Proposal Writing (4cr)		SPED 417 or SPED 418 (3-4cr)	Equity and Diversity req. (4cr)			
		ST 244 (4cr) or ST 351 (4cr) or H220 (3cr): Statistical courses			Choose a track			
					Fundamentals Track:-- FHS 490 (3cr)-- FHS			
					Direct Service Intensive (DSI) Track:			
					Prevention Science Track:-- FHS 490 (3cr)--			
Major Electives								

		<p>18 electives (Students must complete 24 credits of HDFS electives for their degree. If students complete OSU's recommended courses for HDFS categories in the MTM, those courses will count towards major requirements. If students take other courses for the MTM, they will transfer and count towards major electives, as factored in here.</p> <p>These HDFS courses are electives designed to meet individual students' educational goals. Must take at least 18 total credits of 300- and 400-level HDFS courses not included in the Human Development and Family Sciences Required Core. If students choose an option, these courses will also count toward the 24 'Beyond the Core' for HDFS.)</p>	1st CFS 300-400 level elective (4cr)	Optional electives:-- FHS 329 (4cr)-- FHS 4				
			2nd CFS 300-400 level elective (4cr)					
			Some students make take 3rd CFS 300-400 level					
Additional Electives to Reach 180 Credits	62 - 64 cr (with courses completed in MTM)							
	84 - 86cr (with courses not completed in MTM)							
			53-58 credits	41-59				
		26 - 28cr (with courses completed in MTM) 4 - 6cr (with courses not completed in MTM)		* For students who complete the major and general education requirements and have 179 credits, there are 1-credit elective options available to reach 180.				
			14-19 credits	180 (62 of those at the 300-400 level to graduate)				
Degree Total	60 credits in upper-division (300 and 400-level) courses	60 credits in upper-division (300 and 400-level) courses	180 (62 of those at the 300-400 level to graduate)					

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Blue Mountain Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at BMCC by Fall 2027. Note the ability for BMCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z	4
<u>Arts & Letters</u>	Complete two of these courses: ART131:133 , ART115:117 , COM115 , ENG104:106 , MUS206 , MUS207 , PHL101:103 , TA101	6-8
<u>Social Sciences</u>	Required: SOC 204Z or equivalent Choose one of these additional courses: ANTH103 , GEOG120 , HST201:203 , PS201:203 , PSY201 , PSY202 ,	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: BI101 , CH104 , G101:103 , PHY101	4-5
<u>Mathematics</u>	Required MTH 105Z , MTH 11Z , MTH 112Z , MTH 211 , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: SOC205 , SOC217	3-4
<u>Human Development</u>	Choose one of these courses: ECE226 , ED253 , PSY237	3-4
<u>Intro to a Profesor</u>	Choose one of these courses: ECE109	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ECE130 , ED258	, ED3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: ANTH103 , GEOG120 , HST201:203 , PS201:203 , PSY201 , PSY202	3-4

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

Electives

Suggested Courses:

BA284

COM111Z

ECE100, ECE101, ECE111, ECE151, ECE154, ECE220, ECE225, ECE228,
ECE240, ECE245, ECE249, ECE280, ED280, ECE295

16-50

Contact an advisor, or visit bluecc.edu/academic-catalog/AST
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



CENTRAL OREGON
community college

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Central Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at COCC by Fall 2027. Note the ability for COCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Select two courses from AAOT Course list. Suggested: COMM 115; WS 101 Intro to Women's and Gender Studies; PHL 202 Problems of Philosophy - Ethics ; <u>PHL 203</u> Problems of Philosophy - Logic	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent; Select one additional course from AAOT Course list. Suggested: BH 209 Introduction to Psychological Trauma: Theory and Practice; BH 260 Counseling Theories; BH 203 Behavioral Health and Early Learning;	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Lab Science from AAOT course list	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: BH 204 Youth, Families, and Addictions; <u>ED 152</u> Family, School and Community Relationships in ECE;	3-4
<u>Human Development</u>	PSY 215Z Developmental Psychology	3-4
<u>Intro to a Profession</u>	Choose one of these courses: BH 101 Introduction to Behavioral Health; ED 140 Introduction to Early Childhood Education; ED 200 Introduction to Education; PHE 100 Introduction to Public Health	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: BH 208 Multicultural Issues in Helping Professions; ED 219 Multicultural Issues in Education Settings; SOC 212 Race, Class, and Gender;	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Select from AAOT Social Sciences Course list. Recommended: BH209 Introduction to Psychological Trauma; PSY201Z or 202Z Introduction to Psychology;	3-4

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit <https://www.cocc.edu/programs/human-services/> to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

DRAFT

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

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Chemeketa Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at Chemeketa by Fall 2027. Note the ability for Chemeketa to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR 121Z - Composition 1</u> (4 credits)	4
<u>Arts & Letters</u>	Choose two: <u>COMM 111Z - Public Speaking</u> (4 credits), <u>ART 102 - The Creativity Class</u> (3 credits), <u>ENG 104Z - Introduction to Fiction</u> (4 credits), <u>ENG 105Z - Introduction to Drama</u> (4 credits), <u>ENG 106Z Introduction to Poetry</u> (4 credits), or <u>MUS 100 - Music Fundamental</u> (3 credits)	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z - The Sociological Perspective</u> (4 credits) or equivalent Choose one of these additional courses: <u>HST 201 - United States History to 1840</u> (4 credits), <u>HST 202 - United States History 1840 to 1900</u> (4 credits), <u>HST 203 - United States History 1900 to Present</u> (4 credits), or <u>GEG 105 - Physical Geography</u> (4 credits)	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: <u>BI 101 - General Biology: Ecology and Diversity</u> (4 credits), <u>GS 104 - General Science: Physics</u> (4 credits), <u>GS 107 - General Science: Astronomy</u> (4 credits), or <u>GS 108 - General Science: Oceanography</u> (4 credits)	4-5
<u>Mathematics</u>	One required: <u>MTH 105Z - Math in Society</u> (4 credits), <u>MTH 111Z - Precalculus 1: Functions</u> (4 credits), <u>MTH 112Z - Precalculus 2: Trigonometry</u> (4 credits), <u>MTH 211 - Elementary Mathematics 1</u> (4 credits), or any AAOT math course	4-5

DRAFT

SUBJECT

COURSES

CREDITS

HDFS Major Courses

Students must take one from each category

<u>Family</u>	<u>HDF 222 - Family Relationships</u> (3 credits)	3-4
<u>Human Development</u>	<u>HDF 225 - Family Relationships</u> (3 credits), <u>HDF 229 - Middle Childhood Development</u> (3 credits), or <u>HDF 247 - Preschool Child Development</u> (3 credits)	3-4
<u>Intro to a Profession</u>	<u>ECE 150 - Introduction and Observation</u> (3 credits), or <u>BH 150 - Personal Effectiveness</u> (3 credits)	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	<u>HDF 258 - Teaching in an Anti-Bias Classroom</u> (3 credits)	3-4
<u>Additional AAOT Social Science Course</u>	<u>PSY 201Z - Introduction to Psychology</u> (4 credits), or <u>PSY 237 - Life Span Development</u> (3 credits)	3-4

Other Requirements

<u>Language Other than English</u> <i>AAT Pathway Only</i>	Completion of language through 203 or demonstrated proficiency	0-24
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Electives

Electives	Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.	16-50
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Total Credits: 90

[Contact an advisor](#), or visit [Chemeketa's catalog](#) to learn more about the program and courses listed above.

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Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Clackamas Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at Clackamas by Fall 2027. Note the ability for Clackamas to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: COMM 126: Intro. to Communication, Gender and Sexuality COMM 140: Introduction to Intercultural Communication COMM 218Z: Interpersonal Communication	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: PSYC 215: Introduction to Developmental Psychology PSYC 219: Introduction to Abnormal Psychology SOC 205: Social Stratification and Social Systems SOC 206: Institutions and Social Change	7-8
<u>Natural Sciences</u>	Choose two lab sciences from the AAOT Natural Sciences Course List	4-5
<u>Mathematics</u>	Required <u>MTH 105Z</u> , <u>MTH 11Z</u> , <u>MTH 112Z</u> , <u>MTH 211</u> , or any AAOT math course	4-5
<u>Family</u>	HDF 140: Contemporary American Families	3-4
<u>Human Development</u>	HDF 247: Preschool Through Adolescent Development	3-4
<u>Intro to a Profession</u>	Choose one of these courses: ECE 150: Introduction to Early Childhood Education and Family Studies HS 100: Introduction to Human Services	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	ED 258: Culturally Responsive Education	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of the courses from the AAOT Social Science course list	3-4

Other Requirements

**Language Other than
English
AAT Pathway Only**

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

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

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Columbia Gorge Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at CGCC by Fall 2027 Note the ability for CGCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR 121Z	4
<u>Arts & Letters</u>	Complete two of these courses: COMM 140, COMM 218Z, ART 230, ART 252, ENG 104Z, ENG 105Z, ENG 106Z, PHL 202	6-8
<u>Social Sciences</u>	Required: SOC 204Z Choose one of these additional courses: PSY 216, SOC 205, SOC 206	8
<u>Natural Sciences</u>	Choose two of these lab sciences: BI 101, GS 106, GS 107, GS 108, GS 109, ESR 171, ESR 172, ESR 173	8
<u>Mathematics</u>	Choose one of the following: MTH 105Z, MTH 111Z, MTH 112Z, MTH 211	4
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Required: HEC 202	3
<u>Human Development</u>	Choose one of these courses: PSY 215, HEC 226, ECE 126	3-4
<u>Intro to a Profession</u>	Required: ECE 120	3
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ECE 124, ED 219, SOC 213, WGS 201	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: WGS 202, ATH 103, PSY 201Z, PSY 202Z	4

Other Requirements

Language Other than

English

AAT Pathway Only

SPA 101, SPA 102, SPA 103, SPA 201, SPA 202, SPA 203

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

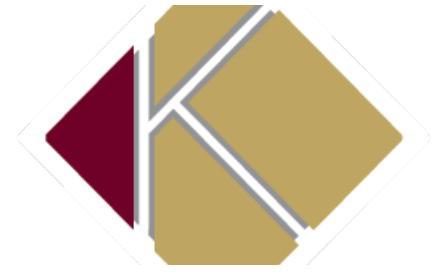
16-44

Total Credits: 90

[Contact an advisor](#), or visit [CGCC's college](#) to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Klamath Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at KCC by Fall 2027. Note the ability for KCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z	4
<u>Arts & Letters</u>	Complete two of these courses: ART 265, MUS 265, ENG 216, PHL 204 or MUS 201, ART 131	6-8
<u>Social Sciences</u>	Required: SOC 204Z or equivalent PSY 216 (equivalent to SOC 204) Choose one of these additional courses: GEO 106, GEO 107, PSY 235, PSY 236	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: BIO 101/L, BIO 102/L, BIO 103/L, ENV 170/L, GEO 105/L	4-5
<u>Mathematics</u>	Required MTH 105Z, MTH 11Z, MTH 112Z, MTH 211 , or any AAOT math course	4-5
<i>Students must take one from each category</i>		
<u>Family</u>	ECE 101	3-4
<u>Human Development</u>	PSY 235	3-4
<u>Intro to a Profession</u>	ECE 200	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	ECE 275	3-4
<u>Additional AAOT Social Science Course</u>	HST and PSY	3-4

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or 200 level that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit

https://catalog.klamathcc.edu/preview_program.php?catoid=20&poid=1752&returnto=1508
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)

Replace with
Institution Logo

Right click and choose
“change picture”

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Lane Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at Lane by Fall 2027. Note the ability for Lane to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: Pick from A&L list	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: Pick from Social Science List	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Pick from Science list	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: SOC 210 Marriage, Family, and Intimate Relations; HDFS 227 Children Under Stress; ECE 230 Family, School, and Community Relations	3-4
<u>Human Development</u>	Choose one of these courses: PSY 215 Lifespan Development; ED 233 Adolescent Learning and Development; HDFS 266 Child Development; ECE 170 Infants and Toddlers Development	3-4
<u>Intro to a Profession</u>	Choose one of these courses: HS 150 Personal Effectiveness for Human Services Workers; ECE 120 Introduction to Early Childhood	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 258 Multicultural Ed; ECE 253 Diversity issues in Early Childhood Education; HS 267 Cultural Competence in Human Services	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Select from Social Science list	3-4

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit xyxyxyTBD
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Linn-Benton Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at LBCC by Fall 2027. Note the ability for LBCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: Any AAOT Arts and Letters Course	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: Any AAOT Social Science Course	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Any AAOT Science/Math/Computer Science Lab Course	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: HDFS 201	3-4
<u>Human Development</u>	Choose one of these courses: HDFS 225, HDFS 229	3-4
<u>Intro to a Profession</u>	Choose one of these courses: HDFS 262, HDFS 272	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 216, ED 219, HDFS 201	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Any AAOT Social Science Course	3-4

Other Requirements

**Language Other than
English**
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit <https://linnbenton.smartcatalogiq.com/en/current/catalog/> to learn more about the program and courses listed above.

Pre-Transfer Crosswalk for Mount Hood Community College
Associate of Arts Transfer and Associate of Science Transfer in HDFS

DRAFT

*Per OAR 715-025-0040, this program must be available at MHCC by Fall 2027.
Note the ability for MHCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.*

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Select from AAOT course list	6-8
Social Sciences (2 courses)	SOC 204Z or equivalent Select from AAOT course list	6-8
Natural Sciences (2 courses)	Lab science from AAOT course list	8-10
Mathematics (1 course)	MTH 105Z, MTH 111Z, MTH 112Z, MTH 211, or any AAOT math course	4-5
<i>One of these must also satisfy the Cultural Literacy outcome for AAOT</i>		
CTM Total		28-35
HDFS MAJOR COURSEWORK		
Family	SOC 216: Sociology of Family	3
Human Development	PSY 237: Human Development	4
Intro to a Profession	ECE 140: Introduction to Early Education	3
Justice, Diversity, Equity, and Inclusion	ECE 171: Families and Diversity	3
1 additional AAOT Social Science course	Select from AAOT Social Science list	3-4
Major Coursework Total		16-17
ADDITIONAL BA DEGREE REQUIREMENTS – AAT PATHWAY ONLY		
Language Other Than English	Language through 203 or demonstrated proficiency	0-24
Electives Needed to Reach 90		14-46

<i>(Students will work with an advisor to select appropriate coursework)</i>	
MTM Total	90

DRAFT

Pre-Transfer Crosswalk for Portland Community College AAT and AST Human Development and Family Services

*****DRAFT*****

Per OAR 715-025-0040, this program must be available at Portland Community College by Fall 2027.

Note the ability for Portland Community College to offer the AAT and AST Human Development and Family Services degrees requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any 2 General Education Arts and Letters courses	6-10
Social Sciences (2 courses)	<ul style="list-style-type: none"> SOC 204Z Satisfied by PSY 215 in major requirements 	8
Natural Sciences (2 courses)	Any 2 General Education Lab Science courses	8-10
Mathematics (1 course)	Any 100-level or 200-level MTH or STAT course	4-5
<i>SOC 204Z satisfies Cultural Literacy outcomes for AAOT</i>		
CTM Total		30-37
MAJOR COURSEWORK		
Family	HUS 121	3
Human Development	PSY 215 (credits reflected in CTM)	
Intro to a Profession	HUS 101	4
Justice, Diversity, Equity, and Inclusion	ECE 124	3
1 additional AAOT Social Science Course	Any General Education Social Sciences course	4
Major Coursework Total		14

BA-ONLY DEGREE REQUIREMENTS (AAT Degree Only)		
Second Language proficiency	Not required for WOU. Options for demonstrating proficiency vary by university and may include: successful completion of ASL, CHN, FR, GER, JPN, RUS, or SPA 203 or 251; university-approved proficiency-based assessment in any second language; university-approved documentation of native speaker status in any language other than English; completion of 4 years of high school study of a second language.	0-24
<i>Electives Needed to Reach 90</i> <i>(Students will work with an advisor to select appropriate coursework)</i>		15-46
<i>MTM Total</i>		90

Major Transfer Maps

Human Development and Family Services (HDFS)

Replace with
Institution Logo

Right click and choose
“change picture”

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Rogue Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at RCC by Fall 2027. Note the ability for RCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two Arts and Letters Courses	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one additional Social Science course, One of these must satisfy the Cultural Literacy requirement	7-8
<u>Natural Sciences</u>	Choose two lab sciences	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	HS201	3-4
<u>Human Development</u>	PSY215	3-4
<u>Intro to a Profession</u>	HS100	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	HS185	3-4
<u>Additional AAOT Social Science Course</u>	Choose one additional Social Science course	3-4

Other Requirements

**Language Other than
English**
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Complete electives to reach 90 credits. Electives must be courses numbered 100 or above. Check with an advisor for university-specific recommended electives.

16-50

Total Credits: 90

Contact an advisor, or visit <https://www.roguecc.edu/dept/ECEE/familySupport.asp#family>
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Southwestern Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at SWOCC by Fall 2027. Note the ability for SWOCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z	4
<u>Arts & Letters</u>	Complete two of these courses: COMM100Z: Intro to Communication COMM 218Z: Interpersonal Communication COMM 220: Gender and Communication	6-8
<u>Social Sciences</u>	Required: SOC 204Z or equivalent Choose one of these additional courses: PSY 201Z General Psychology PSY 216 Social Psychology SOC 204: Intro to Sociology SOC:205: Social Institutions and Change SOC206: Social Problems and Issues	7-8
<u>Family</u>	Choose one of these courses: HDFS 140: Contemporary American Families HDFS 222: Understanding Families: Supporting Diversity, Disability, and Risk HDFS 227: Parents as Partners in Education	3-4
<u>Human Development</u>	Choose one of these courses: HDFS 225: Prenatal Infant and Toddler Development HDFS 229 Child Development PreK – Adolescent	3-4
<u>Intro to a Profession</u>	Choose one of these courses: ECE 150: Intro to Education HS 201: Intro to Human Services	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 258: Multicultural Education HS 267: Cultural Competencies Human Services	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: ANTH 203, ANTH 221, ED 169, PSY 237, PSY 243, SOC 206, SOC 218	3-4

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit:

Major Transfer Maps

Human Development and Family Services (HDFS)

TREASURE VALLEY
COMMUNITY COLLEGE

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Treasure Valley Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at TVCC by Fall 2027. Note the ability for TVCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	See AAOT course list	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent See AAOT course list for additional credits	7-8
<u>Natural Sciences</u>	Choose two lab sciences from the AAOT course list	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	EDUC 246: Family/Community Relations	3
<u>Human Development</u>	PSYC 235: Intro to Human Development I	3
<u>Intro to a Profession</u>	HSER 100: Introduction to Human Services	3
<u>Justice, Diversity, Equity, and Inclusion</u>	EDUC 258 – Ethnic Studies for ECE Educators	3
<u>Additional AAOT Social Science Course</u>	Select 1 additional AAOT Social Science course from list	3-4

Other Requirements

**Language Other than
English
AAT Pathway Only**

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor at : advising@tvcc.cc or visit

https://resources.tvcc.cc/documents/advising_documents/2024-2025%20Current/early_childhood_education_aas.pdf
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



UMPQUA
Community College

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Umpqua Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

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

****Per OAR 715-025-0040, this program must be available at UCC by Fall 2027. Note the ability for UCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	<u>Required:</u> WR121Z Composition I Recommended: WR122Z Composition II	8
<u>Arts & Letters</u>	ENG104Z COM218Z	8
<u>Social Sciences</u>	SOC204Z Intro to Sociology PSY201 Introduction to Psychology I	8
<u>Natural Sciences</u>	BI101 General Biology w/Lab BI102 General Biology w/Lab	8
<u>Mathematics</u>	MTH105Z Math in Society	4
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	HDFS240 Contemporary American Family	3
<u>Human Development</u>	PSY215 Lifespan Development	4
<u>Intro to a Profession</u>	HS100 Intro to Human Services	3
<u>Justice, Diversity, Equity, and Inclusion</u>	SOC213 Race, Class, and Ethnicity OR PSY231 Human Sexuality	3
<u>Additional AAOT Social Science Course</u>	PSY202Z Introduction to Psychology II	4

Other Requirements

Language Other than
English
AAT Pathway Only

SPAN 101, 102, 103, 201, 202, 203

24

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

COM111Z Public Speaking (3)

HPE295 Wellness & Health Assessment (3)

ART204 History Western Art (4)

ART234 Figure Drawing (3)

BI103 General Biology w/Lab (4)

STAT243Z Elementary Stats I (4)

PSY239 Abnormal Psychology (3)

ANTH221 Cultural Anthropology (3)

PS201 US Government I (4)

SOC205 Inst-Social Change (3)

SOC206 Social Prob-Issues (3)

Electives

13-37

Total Credits: 90

Contact an advisor, or visit <https://umpqua.edu/ucc/academics/find-your-path/human-services/> to learn more about the program and courses listed above.

Appendix A: Worksheet of Category

FAMILY COURSE "BUCKET"				
Outcome/Objective	Institution	Course	Course Title	Source
Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.	CGCC	HEC 202	Contemporary Families in the US	Course Outline
Distinguish the sociological and social scientific study of the family from other ways of knowing. Discuss the characteristics of the family using microsociological and macrosociological approaches. Explain how the family as an institution has changed over time in relation to purpose and form. Examine the outcomes of socialization and micro-level processes found in families and familial matters. Discuss how structural arrangements and social inequalities shape and constrain behaviors in family relationships. Discuss how structural arrangements and social inequalities impact family diversity (i.e., cultural variations and structural forms). Analyze the relationship between gender, household obligations, and employment. Identify and examine social problems of the family and marriage.	Chemeketa C	SOC 210	Sociology of the Family	Outline
1. Draw historical and social group comparisons of family life and intimate relationships. 2. Examine the intersection of race, class, gender, and sexual orientation on families and intimate relationships. 3. Analyze political viewpoints and social policies impacting families and intimate relationships. 4. Apply sociological theories to a variety of sociological and social issues related to families and intimate relationships.	COCC	SOC 222	Sociology of Family and Intimate Relationships	Course Outline
trace a history of ideas and practices related to "families" within the United States and internationally present a coherent argument for understanding families and family forms as historically and culturally determined describe how gender intersects with other systems of power and privilege (especially race/ethnicity, social class, and sexuality, to produce particular forms of family life engage in civil discourse regarding controversial topics related to family issues with respect for others' viewpoints and with intellectual sophistication respectfully promote their perspectives on family issues in a public forum conduct interview--based research projects through successfully completing an "oral history" project for this class Use theoretical frameworks to interpret the role of the family within social process and institutions.	EOU	SOC 338	Sociology of Families	Syllabus
Describe the nature, value, and limitations of the basic methods of studying individuals and families. Analyze current social issues, including the impact of historical and environmental influences, on family development. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity. Explain how difference is socially constructed. Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country's institutions to contribute to difference, power, and discrimination amongst families. Describe the nature of contemporary families and changes in family structure over the last century.	LBCC	HDFS 201	Contemporary Families in The U.S.	Catalog Syllabus
Describe the pitfalls and promise of married life. Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure. Explain how difference is socially constructed. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.	LBCC	SOC 222	Sociology of the Family	Catalog
Recognize how family structures and roles change in human systems. Examine major theories of human behavior in the social environment. Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems.	OCCC	HUS 121	Family and Human Systems	Catalog
1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations. 2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment. 3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.	OSU	HDFS 201	Contemporary Families in the U.S.	MTM LO spreadsheet

FAMILY COURSE "BUCKET"				
Outcome/Objective	Institution	Course	Course Title	Source
Recognize how family structures and roles change in human systems. Examine major theories of human behavior in the social environment. Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems. Identify the major concepts and issues facing contemporary families. Understand families and their relationships to other institutions, including educational and occupational systems. Use an understanding of the structures, functions, and cultural variations of families in early childhood education and human service settings. Interact, communicate, and work with diverse families in a variety of contexts. Explain how families have evolved over time due to changes in social life, the economy, and public policy	PCC	HUS 121	Family and Human Systems	Course Guide
Compare and contrast issues faced by families of different ethnicities, races, economic backgrounds, and sexual orientations Analyze the sources and possible solutions to family-related social problems in the United States	PCC	HEC 201	Family Partnerships in Education	Course Guide
Identify factors that contribute to healthy relationships, marriages, and family living Know the major milestones of human development and family lifecycle. Know the factors that contribute to poverty, child abuse and neglect, racism, addiction, youth delinquency, and interpersonal violence. Know the impact of risk and protective factors on families within an ecological framework. Recognize current issues facing families in regards to family wellness and navigating social systems. Recognize the outlets and capacity of the media in transmitting information about a range of human service issues and policies. Become aware of the influence of family, peers and community in their own lives	UCC	HDFS 140	Contemporary American Families	Syllabus
The purpose of this course is to explore family issues from diverse perspectives. Current social, cultural, and political forces will be emphasized in creating a knowledge foundation for the study of human development from varied academic disciplines, including history, sociology, psychology, education and social work. University Studies (UNST) goals focus on increasing skills in diversity, ethics and social responsibility, critical thinking, and communication. This course will provide opportunities to increase writing skills and will explore the diversity of human experience in the context of the family and community and promote social responsibility through addressing contemporary issues and promoting resilience in families and communities. The Families and Society Cluster equips students with the skills to examine historical experiences of multiple family forms in the United States, their intersections with social environments, contemporary challenges, and the effect of public policies on diverse contemporary families. The Cluster highlights theoretical models rooted in ecological systems, social justice, and social responsibility, as well as individual and micro-level family experiences. Students from all majors who participate in the Families and Society Cluster will find the courses relevant to their own and others' family experiences, while also developing a foundation to enhance career development in a variety of fields, such as education, business, social work, public health, and other health disciplines. Families and Society Sophomore Inquiry Course Learning Outcomes:	UO	FHS 213	Issues for Children and Families	Syllabus
<ul style="list-style-type: none"> Critical Thinking: Analyze the historical, social, cultural, and economic context of family groups through application of relevant theories and conceptual frameworks. <ul style="list-style-type: none"> Communication: Increase awareness and communicate with other students and faculty to understand diversity of families, socially constructed views of family and the impact of assets and risks at the family, community, and societal levels. <ul style="list-style-type: none"> Diversity of Human Experience: Increase knowledge of the complexity of individual and family development and the impact of culture, the economy, and public policies on historically marginalized family groups. <ul style="list-style-type: none"> Social and Ethical Responsibility: Increase understanding of individual and collective responsibility through examination of disparities in social success of individuals and families based upon societal oppression and privilege, and the responsibility of social structures to sustain diverse family groups.	PSU	UNST 228	Families and Society	
<ul style="list-style-type: none"> Describe family systems models, including characteristics, structural properties and rules. Identify strategies employed by families for accomplishing tasks such as identity development, maintaining boundaries and managing stress/anxiety. Delineate models of family interaction, taking into account ethnic, cultural and gender diversity issues. Discuss the impact on the family system of internal and external stressors such as domestic violence, substance abuse, child abuse and neglect, single parenting, step-parenting etc. Recognize the issues which impact non-traditional families, including single parent, step and blended families, same-sex parented families, and families without children. 	RCC	HS201	Family Dynamics	
Upon successful completion of this course, students should be able to: 1. evaluate the impact of social and economic factors on families 2. evaluate the function of a family 3. identify and evaluate the changes in families over time 4. describe and demonstrate an understanding of the diversity of families 5. describe various family transitions 6. demonstrate an understanding of the role of gender in the family system	CCC	HDF 140	Contemporary American Families	

DEVELOPMENTAL COURSE "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<p>1. Articulate the major theories, research findings and methodological approaches in developmental psychology and discuss their strengths and weaknesses.</p> <p>2. Identify and describe environmental and biological influences that are causally associated with various developmental outcomes and how those work together to influence risk and resilience across the lifespan.</p> <p>3. Communicate clearly and effectively the research findings regarding development from conception to death based on an understanding of the empirical evidence.</p> <p>4. Use critical thinking to analyze, apply and problem solve concerns and issues in lifespan development</p>	COCC	Psy 215	Developmental Psychology
<p>1. Recognize and demonstrate knowledge of each of the developmental stages for young children 0 – 8 years: prenatal, infant, toddler, preschool, and primary.</p> <p>2. Describe the various domains of development: physical, social, emotional, cognitive, and language.</p> <p>3. Recognize major child development theorists and their ideas.</p> <p>4. Identify multiple influences on development and learning, including influences on one's own development.</p> <p>5. Demonstrate elements of objective versus subjective observation.</p> <p>Articulate normal growth and development using theories and principles of child development</p>	RCC	PSY 215	Lifespan Human Development
<p>Express verbally and in writing how culture, environment and heredity influence children's development</p>	PCC	HEC 226	Child Development
<p>1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.</p> <p>2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.</p> <p>3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</p> <p>4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.</p> <p>5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.</p>	PCC	PSY 215	Human Development
<p>Upon successful completion of this course, students should be able to:</p> <p>1. explain the different theories used to explain prenatal and early childhood development;</p> <p>2. describe the milestones of prenatal development and the influencing factors on the development of the fetus;</p> <p>3. summarize the sequence of physical development for children birth through three years of age;</p> <p>4. describe the process of brain development and cognitive functioning for children birth through three years of age;</p> <p>5. discuss the milestones of language and literacy development birth through three years of age;</p> <p>6. identify major social and emotional milestones during the infant and toddler years;</p> <p>7. explain how language and culture influence development and child rearing practices;</p> <p>8. summarize how socio-cultural and economic factors influence the child and family.</p>	CCC	HDF 225	Prenatal, Infant and Toddler Development

<p>1. summarize the historical perspectives and evolution of major theories of cognitive and socioemotional development in children ages three to seven years;</p> <p>2. identify and explain the importance of the ethical and scientific standards for child development research and practices;</p> <p>3. identify and discuss current theories, research and emerging trends in the field of early child development;</p> <p>4. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages two to six years;</p> <p>6. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;</p> <p>7. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood;</p> <p>8. explain how culture and language impact a preschool child's development;</p> <p>9. describe strategies to support development.</p>	CCC	HDF 247 Preschool Child Development	
<p>Describe the developmental trajectories of children in terms of physical, cognitive, social and emotional development.</p> <p>Evaluate the developmental stages of individual children.</p> <p>Describe theories and concepts of child development including Piaget's cognitive theory and Erikson's psychosocial theory.</p>	LBCC	HDFS 225	Infant and Child Development
<p>Describe the course of school age and adolescent development in terms of physical, cognitive, social and emotional domains</p> <p>Analyze the factors influencing school age and adolescent development such as family, peers, school and community.</p> <p>Describe theories and research concerning school age and adolescent development including Vygotsky's biosocial learning theory and Bronfenbrenner ecological system theory.</p>	LBCC	HDFS 229	School-Age & Adolescent Development

INTRO TO PROFESSION "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<ul style="list-style-type: none"> Discuss the broad dimensions of human services and its history. Identify the essential skills that are required for effective and efficient delivery of services. Identify personal characteristics of temperament and personality as they relate to success in the human services field and selection of an appropriate practicum site. Articulate personal interests, values, and limits as they relate to career goals. Identify personal skills and experience that transfer to work in human services settings. Recognize the complexities of human and social problems 	RCC	HS100	Introduction to Human Services
<p>1. Explain the role of human service agencies within the community. 2. Utilize tools of reflection for career assessment and self-awareness. 3. Describe professional skills and attitudes necessary for effective human service workers. 4. Identify the significance of social justice and multicultural equity in the practices of the human services profession.</p> <p>This is a general issues course (as opposed to a professional development course) and covers a broad array of key, often intersecting issues, perspectives and analyses related to the field of human services. The goals for the course include helping students:</p> <ul style="list-style-type: none"> Understand historical and current societal efforts to assist individuals, youth, and families Understand how human services are organized in Oregon Reflect on their values and professional self as related to human services Understand and use the ecological model in conceptualizing societal efforts of assistance and the structure of the human services 	COCC	HS 101	Orientation to Human Services
<p>Articulate the history and development of the human services profession.</p> <p>Identify the range of diverse populations served and needs addressed by human services.</p> <p>Identify the attitudes, skills, and knowledge needed in the human service field.</p>	UO	FHS 215	Exploring Family and Human Services
<p>Identify the multiple influences on early development and learning in order to support young children and families.</p> <p>Practice observing and interacting with children in a B-5 licensed early learning setting.</p> <p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> discuss the history of human services in the United States, demonstrate skills for effective human service work, describe the attributes of an effective human service agency, discuss their own goals in terms of a human services career. 	PCC	HUS 101	Introduction to Family and Human Services
<p>Identify the core principles and historical orientations of the Human Services field.</p> <p>Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.</p> <p>Describe the characteristics of effective helping professionals and settings.</p>	PCC	ECE 120	Introduction to Early Education and Family Studies
	CCC	HS 100	Introduction to Human Services
	LBCC	HFDS 262	Introduction to Human Services

DIVERSITY "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<p>-Build awareness of the human service worker role in promoting social justice, developing cultural awareness, and disrupting biases, prejudices, oppression, and discrimination. -Examine, understand, assess, and explain your own cultural background. -Examine, understand, assess, and explain your own cultural background. -Understand and articulate the importance of diversity and multicultural education within social service agencies. -Critically examine the social systems of oppression that operate in institutions and assess and critique human service systems with a multicultural and equity lens. -Develop concrete actions to recognize and address oppressive dynamics at both the individual and systemic level.</p>	UO	FHS 216	Diversity and Human Services
<p>1. Describe the ways in which individual identities worldviews, values, and biases are shaped by multiple cultural influences. 2. Identify and explain the intersectionalities of one's own and others' cultural identities. 3. Demonstrate awareness of one's own cultural identities and biases and the manner in which these factors influence their helping practice. 4. Demonstrate oral, written, and nonverbal communication strategies for empathically and effectively working with others by including clients' cultural identities in the process. 5. Describe the social and cultural identities which every person brings to their meaning-making (race, ethnicity, class, gender, sexual orientation, physical abilities, age, religion/spirituality) and the salience of these identities. 6. Explain racism, prejudice, oppression, and privilege and the effects of these factors on themselves and those with whom they work.</p>	COCC	HS 208	Multicultural Issues in Human Services
<p>1. Describe anti-bias education and its goals for both children and adults. 2. Identify and evaluate how individuals (including oneself) have been advantaged or disadvantaged by stereotypes and the prejudices absorbed by oneself, others, and society at large. 3. Assess a learning environment for the extent to which it is inclusive, safe, and supportive for all children and their families. 4. Design a learning activity that helps each child (and oneself) develop positive social identities, accept and value human diversity, recognize unfairness, and demonstrate empowerment against prejudice and discriminatory actions. 5. Identify strategies to help children build skills and language that promote diversity, equity, inclusion, and social justice.</p>	RCC	ECE 275	Equity, Diversity, and Inclusion in Education
<p>Identify influences on self-identity, including culture, race, language, gender, sexual orientation, gender identity, physical ability, and class. Recognize the identities of others as the product of cultural, linguistic, gender, social, and class influences and respond in an appropriate manner. Assess cultural, linguistic, and class-related experiences and needs of early education and human service programs.</p>	PCC	ECE 124	Multicultural Practices: Exploring Our Views
<p>Upon successful completion of this course, students should be able to: 1. describe the characteristics and purpose of education that is culturally relevant; 2. identify strategies for affirming cultural diversity in the classroom; 3. describe curriculum and instructional strategies which provide equal educational opportunities for diverse students; 4. identify legal and ethical issues related to multicultural education; 5. discuss the impact of an individual's culture on their performance in academic settings.</p>	CCC	ED 258	Multicultural Education

Appendix B: Curriculum Memos



UNIVERSITY OF
OREGON

Office of the Provost

Higher Education Coordinating Commission
3225 25th 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 HDDFS 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,

A handwritten signature in black ink, appearing to read 'Ron Bramhall', written in a cursive style.

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

Appendix C: Notes & Approved Modifications

NOTES

1. CIP Code: 19.0701
2. AAT: CIP 7 = &
3. AST: CIP 7 = ^

TRANSFER COUNCIL & COMMISSION APPROVED MODIFICATIONS (OAR 715-025-0055)

- 2025-02-20: Revisions to CAP Policy Template and Course Development Template.
- 2025-03-20: Portland State University made technical corrections to post-transfer crosswalk (BA pathway).
- 2025-03-20: Revisions to Pre-Transfer Crosswalk to include NWCCU language. Approved language was added to all Student Facing Documents (a template replaced by the Transfer Council on 1/16/25).
- 2025-08-21: Tillamook Bay Community College notification of dropped programs; removed as a participant in this agreement.
- 2025-09-18: Oregon State University made technical corrections to post-transfer crosswalk, adding a BA pathway.