IMPLEMENTATION GUIDE

A GUIDE TO ASSIST COMMUNITY COLLEGE AND UNIVERSITY FACULTY AND STAFF WITH STATE REQUIREMENTS AND PROCEDURES GOVERNING OREGON TRANSFER TOOLS

DEVELOPED BY THE STATE OF OREGON HIGHER EDUCATION COORDINATING COMMISSION 2018
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I. Introduction

A. House Bill 2998

House Bill 2998 (2017) directs the Higher Education Coordinating Commission (HECC) and Oregon’s community colleges and public universities to improve transfer pathways. Specifically, HB 2998 includes the following mandates:

1. HECC convenes community colleges and universities to develop common foundational curriculum/a available to students by 2018-2019 academic year.

2. In consultation with community colleges and universities, HECC submits report to Legislative Assembly by February 1, 2018 that evaluates credit loss, recommends extent of transferability of foundational curriculum/a, recommends number of foundational curricula, and lists initial three major courses of study for unified statewide transfer agreements.

3. Community colleges and universities submit joint report to Legislative Assembly by June 1, 2018 on best practices for student advising related to transfer.

4. Community colleges and universities develop unified statewide transfer agreements (USTAs) for each major course of study (3 USTAs per year).  
   a. HECC convenes community colleges and universities to determine major courses of study for which transfer agreements are to be established.  
   b. HECC convenes community colleges and universities to develop first agreement; agreement established by December 1, 2018.  
   c. HECC convenes community colleges and universities to develop second agreement; agreement established by April 1, 2019.
   d. HECC convenes community colleges and universities to develop third transfer agreement; agreement established by December 1, 2019.

5. HECC informs and engages students and schools on status and developments.  
   a. Includes publicly identifying criteria used to determine order of USTAs.

6. HECC reports annually to Legislative Assembly, when data is available, on progress toward goals of unified statewide transfer agreements.

7. HECC convenes community colleges and universities to ensure continued alignment of established unified statewide transfer agreements.  
   a. Community colleges and universities report to HECC annually on number of credits transferred through unified statewide transfer agreements.

8. Community colleges provide intending transfer students with:  
   a. Info on major courses of study received from public universities  
   b. List of existing unified statewide transfer agreements  
   c. Encouragement to identify potential major courses of study or transfer agreements prior to completing 45 academic credits.
B. Implementation

Transfer Workgroup Formation

To satisfy HB 2998’s mandates, the HECC convened a Transfer Workgroup comprising faculty and staff from Oregon’s community colleges, public universities, and related stakeholder groups. Although not specified in the legislation, the HECC consulted broadly with academic leadership in both the community college and public university sectors throughout the state, such as the Provosts Council, Council of Instructional Administrators (CIA), Council of Student Services Administrators (CSSA), Joint Transfer and Articulation Committee (JTAC), Oregon Academic Advising Association (OAAA), Oregon Community College Association (OCCA), Oregon Council of Presidents (OCOP), Oregon Education Association (OEA) and Oregon Student Association (OSA) to request nominations for membership on the Workgroup. The final composition of the Transfer Workgroup included representation from each of the seven public universities and seven of the community colleges – some of whom also represented stakeholder groups – the Commission, the Chief Education Office, OCCA, OCOP, and OSA. The Workgroup also included as an observing member a representative from the state’s private non-profit colleges.

The Transfer Workgroup was tasked with:

1. Establishing one or more Foundational Curricula, now called Core Transfer Maps (additional information provided in section II. Oregon Transfer Compass);

2. Recommending the first three major courses of study for which Unified Statewide Transfer Agreements, now Major Transfer Maps will be established, and the criteria on which that and future determinations are based;

3. Providing counsel to the HECC on the creation of a definition of “lost academic credit” for the HECC’s report to be submitted to the Legislative Assembly by February 1, 2018; and

4. Providing counsel to the HECC on whether the recommended foundational curricula established should be transferable for students who transfer from one community college to a different community college or from one public university to a different public university.

Formation of USTA Workgroups

Under HB 2998, the HECC was also charged with convening Oregon community colleges and public universities to create discipline-specific Unified Statewide Transfer agreements, now called Major Transfer Maps (additional information about Major Transfer Maps provided in section II. Oregon Transfer Compass).

The Transfer Workgroup described above selected the first four disciplines for which Major Transfer Maps would be developed, based on workforce demand, enrollment of
community colleges, feasibility\(^1\), equity concerns\(^2\), disciplinary variety, and the amount of excess credit of transfer students relative to “native students”(for more information see this report). Ultimately, the Transfer Workgroup recommended that work on Major Transfer Maps should begin for the following disciplines: business, elementary teacher education, biology and English Language & Literature.

The HECC convened a Major Transfer Map Workgroup for each of the four disciplines selected by the Transfer Workgroup, and each group has met at least twice. The first Major Transfer Map must be completed by December 1, 2018; the second by April 1, 2019, and the third by December 1, 2019.

**Maintenance**

Once the Transfer Workgroup accomplished its main charges – creating the Foundational Curricula and selecting the first four disciplines for USTA development – it began to discuss future transfer-related maintenance needs and the evolution of the Workgroup. In consultation with the Joint Transfer and Articulation Committee (JTAC), the Transfer Workgroup decided to create the Oregon Transfer and Articulation Committee (OTAC) as a merger of JTAC and the House Bill 2998 Transfer Workgroup. OTAC acts as an advisory body to the staff of the Higher Education Coordinating Commission (HECC), and provides information and recommendations to Oregon’s community colleges and universities on matters related to postsecondary student transfer.

**II. Oregon Transfer Compass**

**A. Rebranding Oregon’s Statewide Transfer Tools**

In 2018, the HECC contracted with Quinn Thomas, a marketing firm, to rebrand the Foundational Curricula and Unified Statewide Transfer Agreements, in an effort to make these tools more intuitive and accessible to students, advisors, and other prospective users. After consultation with members of the Transfer Workgroup and several community college students, the HECC agreed to the following:

1. Foundational Curricula became **Core Transfer Maps**

2. Unified Statewide Transfer Agreements became **Major Transfer Maps**

3. The suite of statewide transfer tools in Oregon, including Core Transfer Maps, Major Transfer Maps, AAOT, ASOT, and OTM is called the **Oregon Transfer Compass**

\(^1\) Feasibility was based on factors such as curricular challenges and whether or not other groups were conducting similar types of work in the disciplinary area.

\(^2\) Considerations of equity within a major were based on enrollment of underserved students at the point of transfer and completions rates.
Quinn Thomas also created the logo seen below for the Oregon Transfer Compass, as well as a number of templates that may be accessed here and co-branded with your school’s logo, colors, etc.

B. Core Transfer Maps

HB 2998 tasked the HECC with convening community colleges and public universities to create one or more Foundational Curricula, now called Core Transfer Maps, are groups of eight courses, equivalent to at least 30 credits, that allow community college students who complete them to transfer all credits from the Map to any public university in Oregon and apply all of those credits to the university’s degree requirements. Core Transfer Maps consist of six general education subjects: Writing, Cultural Literacy, Arts & Letters, Natural Sciences, and Mathematics.

Like, the OTM and the AAOT, Core Transfer Maps are designed for students who are neither sure what major they want to pursue nor the Oregon Public University to which they want to transfer. While they are subsets of both the OTM and the AAOT, they are unique in their built-in advising requirement—students interested in pursuing a major that is Science, Technology, Engineering, or Math (STEM) oriented will be directed toward appropriate Mathematics and Natural Sciences courses—and students who know they are not pursuing a STEM path will be directed toward an appropriate more general path with more Social Science courses. The Core Transfer Maps are available to student in the Fall of 2018. The requirements for STEM and general Core Transfer Maps are detailed in Figure 1. A downloadable PDF of the Core Transfer Maps is available here.

Once completed, this guide will be updated to include a matrix that shows to which general education requirements the Core Transfer Maps apply at each of Oregon’s public universities.
The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.

Note that many majors have specific course requirements for categories within the Core Transfer Maps. The Core Transfer Maps are intended as starting points for students who plan to transfer to a university, but are unsure of their intended major or transfer destination. Students who are certain of their major, but not their transfer destination, should determine if there is a developed Major Transfer Map for their chosen discipline, and follow that as a guide. 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, Major Transfer Map, or degree map that will prescribe their course requirements.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Core Transfer Map</th>
<th>STEM Core Transfer Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>WR121 (3–4 credits)</td>
<td>WR121 (3–4 credits)</td>
</tr>
<tr>
<td>Arts &amp; Letters</td>
<td>2 courses (6–8 credits) See list of AA/OT outcome courses.</td>
<td>2 courses (6–8 credits) See list of AA/OT outcome courses.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 courses (6–8 credits) See list of AA/OT outcome courses.</td>
<td>2 courses (6–8 credits) See list of AA/OT outcome courses.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2 courses with labs (8–10 credits) See list of AA/OT outcome courses.</td>
<td>2 courses with labs (8–10 credits) See list of AA/OT outcome courses.</td>
</tr>
<tr>
<td>Math</td>
<td>1 course (4–5 credits) See list of AA/OT outcome courses.</td>
<td>1 course (4–5 credits) See list of AA/OT outcome courses.</td>
</tr>
</tbody>
</table>

### ADDITIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Core Transfer Map</th>
<th>STEM Core Transfer Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Literacy</td>
<td>At least 1 required course must also meet the Cultural Literacy outcomes.</td>
<td>At least 1 required course must also meet the Cultural Literacy outcomes.</td>
</tr>
<tr>
<td>At Least 30 Total Credits</td>
<td>If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses.</td>
<td>If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses.</td>
</tr>
<tr>
<td>Completion standards</td>
<td>All courses must be passed with a grade of &quot;C−&quot; or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.</td>
<td>All courses must be passed with a grade of &quot;C−&quot; or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.</td>
</tr>
</tbody>
</table>

### COMPLETED Core Transfer Maps

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Core Transfer Map</th>
<th>STEM Core Transfer Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>At least 8 courses (at least 30 credits)</td>
<td>At least 8 courses (at least 30 credits)</td>
</tr>
</tbody>
</table>
C. Major Transfer Maps

Major Transfer Maps, consisting of 90 credits unless otherwise specified, provide a path for community college students who know what major they want to pursue, allowing them to take the optimal number of credits for transfer to complete the degree on-time, without the loss of academic credit or the requirement to retake a course.

Major Transfer Maps must also be based on at least one Core Transfer Map, and both the courses a student should take as well as completion standards for courses need to be defined. Major Transfer Maps represent a more streamlined path for transfer students because in contrast to preexisting transfer tools that have a greater focus on general education (i.e. AAOT and ASOT), they specify clear course-taking paths necessary for progress in a major, with a guarantee of transfer from any Oregon community college to any Oregon Public University.

As noted earlier, four Major Transfer Maps are currently under development in Biology, Business, Education, and English. At least one must be completed by December 1, 2018; the second by April 1, 2019, and the third by December 1, 2019.

Figure 3. represents the template that the discipline-specific workgroups are using to create their Major Transfer Maps.
Figure 3. Sample Major Transfer Map Template

<table>
<thead>
<tr>
<th>CORE TRANSFER MAP</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [3-4 credits]</td>
</tr>
<tr>
<td><strong>Arts &amp; Letters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [3-4 credits]</td>
</tr>
<tr>
<td>2nd course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [3-4 credits]</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [3-4 credits]</td>
</tr>
<tr>
<td>2nd course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [3-4 credits]</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [4-5 credits]</td>
</tr>
<tr>
<td>2nd course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [4-5 credits]</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course</td>
<td></td>
<td>[Fill in with specific course or “Select from AAOT outcomes courses”] [4-5 credits]</td>
</tr>
</tbody>
</table>

***At least 1 course must also satisfy Cultural Literacy outcomes for AAOT***

***Core Transfer Map credit total must be 30 credits or greater***

| Core Transfer Map Total | [≥ 30 credits] |

<table>
<thead>
<tr>
<th>[DISCIPLINE] PATHWAY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>1 course</td>
<td>[Fill in credits]</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>1st course</td>
<td>[Fill in credits]</td>
</tr>
<tr>
<td>2nd course</td>
<td>[Fill in credits]</td>
</tr>
<tr>
<td>3rd course</td>
<td>[Fill in credits]</td>
</tr>
<tr>
<td><strong>Pathway Total</strong></td>
<td>[~ 90 credits]</td>
</tr>
</tbody>
</table>
D. Outcomes and Criteria for Transferable General Education Courses in Oregon

Common to the AAOT, ASOT, OTM, and now the Core Transfer Maps and Major Transfer Maps, is their grounding in the Outcomes and Criteria for Transferable General Education Courses, or “AAOT course outcomes.” The Joint Boards Articulation Committee (JBAC), the precursor to JTAC developed nine AAOT course outcome for common subject areas in lower division general education: Arts and Letters, Cultural Literacy, Mathematics, Science or Computer Science, Social Science, and Speech/Oral Communication. For each subject area, JBAC specified a set of learning outcomes in addition to criteria that demonstrates sufficient achievement of the learning outcomes (See Appendix B).³

These outcomes originally formed the basis of the AAOT, the ASOT, and the OTM, and they now also extend to the Core Transfer Maps and Major Transfer Maps. In practical terms this means that community college students can select from a list of courses at their institution that meet the criteria for the relevant general education outcomes, and those courses will transfer and apply to general education requirements at any of the seven Oregon Public Universities. At this time, the courses on the general education outcomes list will only be guaranteed to apply toward general education requirements if they are part of a block of courses in a preexisting transfer tool (e.g. AAOT, ASOT, OTM, Core Transfer Maps, and Major Transfer Maps).

E. Core Transfer Maps (CTM) Guidelines for Registrars

Community College (CC) guidelines:

Advising Uses for CTM:
Academic advisors will refer students to the CTM only when they are undecided on major field of study _and_ undecided on transfer school. Otherwise, the student is best served by traditional advising that helps the student map courses to general education and major requirements at the specific target school.

When to Notate:
The CCs will not “auto award” the CTM: it will be notated on the official transcript once a student completes the CTM requirements and indicates a purposeful intent to receive the notation. This will require the students to opt in via an application process to trigger the notation of completion.

Using AP, IB and Transfer Credit:
AP, IB, transfer credit will be applied towards the CTM requirements using the already established standard policies at each CC. Students must matriculate in order to receive

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³ Community colleges must have courses intended to fulfill the criteria for transferable general education outcomes approved through the lower division collegiate course approval process by the Community College and Workforce Development Office of the Higher Education Coordination Commission (OAR 589-006-0200. 3).
the CTM notation, residency requirements are not generally a factor of CTM completion unless specified by the community college’s policies.

**Location of notation on the official transcript:**
The notation location will depend on the school’s student information system. The notation will be located in the same area on the official transcript as the Oregon Transfer Module (OTM). Most are at the end of the transcript, beginning of transcript, or within the award term. All schools will use the term “Core Transfer Map” for the notation, spelled out, not abbreviated.

**Oregon Public University (OPU) guidelines:**
The OPU schools understand the purpose and intent of the CTM curriculum and have taken steps to modify academic policy as appropriate to support the transparent mapping of the CTM courses to their institutional general education requirements. Because there are significant differences in curricular structures and degree audit software/programming functionality at the OPUs, each school will need to customize its approach and operational process to find the best fit for the student within their unique program at the receiving OPU and honor the CTM goals.

**Guarantee to students:**
OPUs will maintain procedures to-
- detect the CTM notation on incoming community college transcripts
- ensure that 30 CTM credits are used toward the OPU general education and/or major/degree requirements in the most efficient and beneficial way for students
- ensure that 30 CTM credits apply towards the student's intended bachelor's degree and are not “lost or wasted”.

**Methods Used:**
A variety of methods will be used to ensure that students receive the desired and full benefit of the CTM, to include one or more of the following:
- automation/semi-automation of degree audit adjustments upon intake of the CTM,
- routine manual adjustments to the degree audit requirements upon intake of the CTM,
- reporting and analysis leading to outreach to CTM students and/or their advisors
- advisor screening and degree audit intervention to effect best fit for the student, given their declared major/degree.

**More than 30 credits on the CC transcript:**
OPUs should expect to receive some CC transcripts with CTM awards that have more than the 30 credits needed for the CTM. Therefore OPUs will NOT know which specific courses were used to complete the CTM. They will use the CTM notation as a trigger to engage one of the methods described above to honor the CTM guarantee for completing 30 credits worth of requirements via best-fit analysis.
Fewer than 30 credits on the CC transcript:
CCs may be using AP, IB and transfer credit toward the CTM. In most cases, these sorts of courses/credit will not show up on the official CC transcript received by the OPU. Thus, the CTM notation may show up on a transcript that has fewer than 30 credits. In these cases, the OPU will need to rely on the CTM notation to trigger additional processes that result in all CTM credit being received and applied correctly at the OPU.

F. Frequently Asked Questions (for advisors)
A downloadable PDF of the below FAQs for advisors is available [here].

Q: **What are the “Core Transfer Maps”?**
A: The Core Transfer Maps (CTMs) are a group of 8 classes (at least 30 credits) of general education courses that when completed, are guaranteed to transfer to any Oregon public university and will count toward that universities bachelor’s requirements. The CTMs are intended to guide students who don’t yet know the major or school to which they will transfer.

There is a General CTM and a STEM CTM, which have similar requirements, but are distinct in their use as an early advising and career confirmation tool. While all students should consult with advisors about their course choices in all categories, in the STEM CTM, students should consult with advisors regarding specific Mathematics and Natural Science courses that may be required for their disciplinary path. If students are not pursuing a more STEM-oriented path, they should consult with advisors regarding specific Social Science courses that may be required for their disciplinary path.

Q: **Who are the Core Transfer Maps for?**
A: The CTMs are safe starting points for student who are unsure of their eventual major, and/or unsure of their eventual transfer institution. Students who already know their intended major or transfer university should consult an existing transfer guide for their intended transfer institution and major.

Q: **What do the Core Transfer Maps Guarantee?**
A: If CTMs are completed, the set of courses are guaranteed to be accepted by any Oregon public university (OPU) and applied to general education for the bachelor’s degree for any offered major.

The CTMs are NOT complete first year curricula. They are sub-sets, and advising will be necessary to guide the student in completing a full-time 1st year curriculum.

Q: **What is the difference between Oregon Transfer Module (OTM), the Associate of Arts Oregon Transfer (AAOT), and Core Transfer Maps?**
The AAOT, OTM, and CTM all draw from agreed upon general education outcomes that were approved by the Joint Boards’ Articulation Committee, the Councils of Chief Academic Officers and Provosts, and the Unified Educational Enterprise in 2009, and by the Joint Boards of Education in 2010. These general education outcomes are used by institutions to create a list of 100 and 200 level courses that students can take to fulfill the AAOT, OTM, and CTM. However, the AAOT is a 90-credit transferable associate’s degree which satisfies all lower division general education at any Oregon public university (OPU). The OTM is a 45 credit subset of the AAOT and was designed to satisfy approximately 1 year of lower division general education requirements for students who want to transfer to an OPU but who do not know which OPU or major they plan to pursue. Both the AAOT and OTM have proven to result in excess credits for transfer students as is detailed in a report to the legislature. Because of the problem of excess credit, the Core Transfer Maps (30 credits) were created. They are a modified subset of the existing OTM.

Q: Where can students select classes that will fulfill Core Transfer Maps?
A: Any courses that are acceptable under AAOT agreements, are also accepted for Core Transfer Maps.

Q: When will the CTMs be available to students?
A: The CTMs will be available to students fall quarter of 2018. Those who complete Core Transfer Maps by the end of fall 2018 may have this notated on their community college transcript. However, this notation will not be given retroactively for those who completed the CTM requirements prior to fall 2018.

Q: Where can I find more information about Core Transfer Maps?
A: If you are interested in detailed background information about the CTMs read this report. You can also go to the HECC transfer website or speak with an advisor at your institution.

Q: What is a “Major Transfer Map”?
A: A Major Transfer Map, or “MTM,” is a major-specific course plan that students can complete at any community college in Oregon. When completed, MTMs allow students to transfer to any Oregon public university with the optimal number of credits that can be taken at a community college in a specific major that are guaranteed to transfer and count toward that major (provided they meet transfer entrance requirement for the university). All of the MTM credits count toward a bachelor’s degree in the specific major.

Q: Who is a MTM for?
A: A MTM is for students who know what they want to major in and who plan to transfer from an Oregon community college to an Oregon four-year public university that offers a bachelor’s degree in that specific major.

Q: What does the MTM guarantee?

A: If a MTM is successfully completed, the set of courses are guaranteed to be accepted by any Oregon public university and applied both toward the general education requirements AND major specific requirements for the bachelor’s degree in that major without loss of academic credit.

Q: When will the MTM be available to students?

A: The legislation mandates that the first MTM be established by December 1, 2018, the second by April 1, 2019, and the third by December 1, 2019. Currently, four different MTM workgroups are meeting to help establish a MTM in their disciplinary area (English, business, education, and biology). However, the date of full implementation of the first three MTMs has not yet been determined.

The disciplinary areas of future MTMs will be determined based on a criteria matrix that was created to fulfill the mandates of HB2998 (that the HECC convenes and consults with Oregon’s community colleges and OPUs to identify how initial major courses of study will be determined). The matrix was based on enrollment, workforce demand, excess credit, feasibility, the educational equity of a course of study, and disciplinary variety. For more information see this transfer report.

Q: Where can I find more information about the MTMs?

A: If you are interested in detailed background information about the MTMs read this report. You can also go to the HECC transfer website or speak with an advisor at your institution.

Q: What is the relationship between a Core Transfer Map and a Major Transfer Map?

A: If a student in interested in pursuing a Major Transfer Map, then the Core Transfer Map (30 credits) is part of each Major Transfer Map (typically 90 credits). Many MTMs will require students to take specific courses to complete the CTM portion of the MTM.

If a student is not sure of what major they want to pursue they can pursue the General CTM. If the student is unsure of exactly what major they are interested in but they know it is more STEM-oriented, they should be advised to pursue the STEM CTM.
III. Evaluation, Data Collection and Management

TBD.

[HECC staff is consulting with the appropriate community college and university stakeholders on the development of an evaluation and data collection plan]

V. Appendices

A. Oregon Transfer and Articulation Committee (OTAC) Charter

Oregon Transfer and Articulation Committee

Overview

I. Purpose/charge

The Oregon Transfer and Articulation Committee (OTAC) was created in 2018 as a merger of the Joint Transfer and Articulation Committee (JTAC) and the House Bill 2998 Transfer Workgroup. OTAC acts as an advisory body to the staff of the Higher Education Coordinating Commission (HECC), and provides information and recommendations to Oregon’s community colleges and universities on matters related to postsecondary student transfer.

II. History and Context

In 1992, the Joint Boards Articulation Committee (JBAC) was established to promote cooperation and collaboration among all education sectors in Oregon: K-12, community colleges, and baccalaureate-granting institutions. In 2015, following the reorganization of Oregon’s governmental education bodies and establishment of the HECC and its supporting agency, JBAC was disbanded and replaced with JTAC. Whereas JBAC acted as a direct advisory body to HECC commissioners and engaged in some commission-level work, JTAC advised HECC agency staff and shifted its commission-level work to the HECC’s Student Success and Institutional Collaboration (SSIC) Subcommittee.

House Bill 2998, passed in 2017, required the HECC to convene community colleges and public universities listed in ORS 352.002 to:

1) Develop one or more foundational curricula of at least 30 college-level academic credits that will count toward degree requirements, with the goal that students will not have to repeat lower division general education coursework after transfer; and

2) To establish unified statewide transfer agreements (USTAs) that will allow students to move more easily from community college to university, in a given major, with no lost credit or unnecessary repeated coursework. The HECC and its community college and university partners are to select the initial major disciplines for USTA establishment and publish the criteria used to make that decision.
To fulfill these mandates, the HECC convened the Transfer Workgroup, comprising community college and public university faculty, advisors, and administrators, as well as representatives of key affinity groups.

During the course of the HB 2998 Transfer Workgroup’s work, it became clear that a formal group needed to be established to continue the coordination, advising, and maintenance of Oregon’s transfer policies, tools, and communications. While JTAC performed many of these duties, though not in regard to the products of HB 2998, there was concern that JTAC lacked the representation, particularly of institutional faculty, to fulfill this role. JTAC and the Transfer Workgroup agreed to merge and form a new body: OTAC

III. OTAC Authorities/responsibilities

OTAC ensures effective coordination and collaboration among sector leaders and provides information and recommendations to HECC staff, universities, and community colleges on issues related to postsecondary student transfer. Specifically, OTAC performs the following roles:

Maintaining Alignment of Transfer Tools and Degrees

- Monitors the operation of Oregon’s statewide transfer tools and degrees, including the:
  - Foundational Curricula,
  - Oregon Transfer Module (OTM),
  - Associate of Arts/Oregon Transfer (AAOT),
  - Associate of Science/Oregon Transfer-Business (ASOT-B),
  - Associate of Science/Oregon Transfer-Computer Science (ASOT-CS), and
  - Unified Statewide transfer Agreements (USTAs)
- Developing processes to maintain alignment of statewide transfer tools and degrees.
- Identifies need for modifications to statewide transfer tools and degrees and/or development of new tools and degrees.
- Reviews proposed USTAs and makes recommendations to USTA workgroups.
- Recommends specific modifications to:
  - Foundational Curricula,
  - OTM, and
  - AAOT
- Directs curricular issues to the appropriate institutional faculty groups
- Makes recommendations to HECC staff and stakeholders on how to improve credit transfer in Oregon.

Communication and Coordination

- Issues guidance on notating the Foundational Curricula on institutional transcripts.
- Promotes awareness of Oregon’s statewide transfer tools particularly the Foundational Curricula and USTAs among faculty, staff, and students.
- Identifies the order of disciplines for USTA development and convenes workgroups to develop new USTAs
- Convenes annual statewide meeting on general education outcomes and the foundational curricula.
- Convenes annual discipline-specific meetings to review existing USTAs.
• When necessary, convenes stakeholder representatives to discuss and make recommendations on specific postsecondary student transfer-related topics.

**Mediation**

• Reviews complaints submitted to the HECC to OTAC regarding Oregon’s statewide transfer tools and degrees.
• Recommends next steps that support dispute resolution.

**Policy Consultation**

• Acts as a consultation forum for problem-solving, referral and feedback relevant to postsecondary articulation and transfer issues.
• Reviews transfer and articulation topics and issues as they emerge from the field, the HECC, and the legislature. OTAC will consult and work with representatives from K-12, community colleges and public universities to identify questions, concerns, and gaps in existing practice or policy, and may submit to SSIC proposals for new programs or approaches.
• When appropriate, consults with external individuals or groups (that is, groups in other states or in Oregon but beyond the higher education administration) with experience that may improve our articulation and transfer practices.

**IV. Specific Areas of Focus**

A. Articulation and transfer
  • Statewide transfer tools and degrees
  • Emerging curricular trends that may affect students upon transfer (e.g. guided pathways)
  • Course equivalencies
  • Reviews annual policy for International Baccalaureate (IB) and Advanced Placement (AP) exams and coursework, as it pertains to postsecondary transfer.

B. Aligned curriculum development
  • Coordinating cross-sector faculty involvement in curricular design
  • Coordinating faculty review of outcomes-based General Education framework as it pertains to statewide transfer
  • Alignment of K-12 outcomes with readiness for academic work at the college and university level

C. Intersector representation and collaboration
  • Discuss the implications of legislative changes and statewide initiatives, and disseminate information to OTAC members’ constituencies
  • Provide representation to inform next steps in statewide initiatives on articulation, transfer, placement or other issues as needed
• Serve as liaisons to statewide sector- and role-specific groups on intersector transfer and articulation topics

V. Membership

The composition of OTAC is designed to facilitate collaboration across functional roles in Oregon’s postsecondary sector. While OTAC strives for membership from a diversity of colleges and universities, members will represent their functional role, not their institution. Membership includes:

• 2 representatives of the Community College Council of Instructional Administrators
• 1 representative of the Public University Provost Council
• 1 Provost or other representative of the Oregon Alliance for Independent Colleges and Universities
• 1 representative of the Community College Council of Student Services Administrators
• 1 representative of Public University Registrars
• 1 representative of Community College Registrars
• 1 representative from a public university with a transfer/articulation-specific role
• 1 representative from a community college with a transfer/articulation-specific role
• University and community college faculty (equal representation between sectors):
  o OWEAC Chair
  o Chair of the Math chairs group
  o 1 IFS representative
  o 1 representative from each of the first four USTA workgroups (biology, business, education, and English)
  o 4 members from the Transfer Workgroup
• 2 community college advisors
• 1 university advisor
• 1 university institutional researcher
• Staff liaisons from the HECC Office of Community Colleges and Workforce Development, HECC Office of University Coordination, and Oregon Department of Education

VI. HECC responsibilities

The HECC will help support the work of OTAC through convening and supporting OTAC meetings. The HECC will assist with meeting logistics such as scheduling and organizing the location. Furthermore, HECC staff will assist with creating materials, agenda-setting, maintaining records, and a maintaining a web presence as needed.

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4 The faculty membership listed here pertains only to the 2017-19 biennium. OTAC will use the rest of this biennium to assess the faculty needs of the Committee and make changes to the membership policy where needed.
B. Outcomes for Transferable General Education Courses

OUTCOMES AND CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON

Approved by the Joint Boards’ Articulation Committee On November 9, 2009; approved by the Councils of Chief Academic Officers and Provosts on November 13, 2009; approved by Unified Educational Enterprise on November 23, 2009; approved by the Joint Boards of Education on January 7, 2010.

Background

This work was inspired by the need to identify the fundamental principles that shape General Education in colleges and universities throughout Oregon. The intent was to use the principles in two ways: (1) to create a rational basis for determining the equivalency of courses intended to transfer; and (2) to enhance General Education throughout Oregon by encouraging direct dialog among faculty in each of the disciplines within this rich curriculum. We recognized that these goals were ambitious, but we were optimistic because of the collegial attention that had already been given to General Education in Oregon. Creation of the Associate of Arts Oregon Transfer (AAOT) degree in the late 1980s was possible because of our shared vision of the key disciplinary elements of General Education and, in 2005, the same spirit generated the Oregon Transfer Module (OTM). Our common understanding of the importance and overall purpose of General Education was articulated by the OUS Provosts’ Council and endorsed by the Community Colleges’ Council of Instructional Administrators in Fall 2004.

The Purpose of General Education

The education of undergraduate students is an essential activity of all Oregon colleges and universities. While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship. All parts of a well-designed education encourage these habits, but an effective General Education curriculum has this as its explicit goal. To this end, it seeks to promote:

- The capacity for analytical thinking and problem solving;
- The ability to communicate effectively, including listening, observing, speaking, and writing;
- An understanding of the natural world and the role of humans in it;
- An appreciation of the arts and humanities and the richness of human experience and expression;
- An awareness of multiple perspectives and the importance of diversity;
- A sense of societal responsibility, community service, and global citizenship; and
- The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.
What was the problem?

Although colleges and universities in Oregon embrace the value of General Education, most have developed their own unique philosophies and curricula that support these ideals. These varied curricula are a valuable resource for Oregon students, but the underlying mechanics are complicated sets of course and credit specifications. Emphasis on these details can reduce this coursework to a mere check-list of requirements and fail to communicate the opportunities for delight and discovery it offers. Moreover, when students transfer, General Education credits may be "lost" because of incompatibilities among variant curricula – leading to understandable frustration in the face of seemingly arbitrary decisions.

What did we do about it?

As educators, we knew we had the responsibility for improving matters. While General Education curricula depend on course and credit requirements to shape the intellectual experiences we desire for students, we know that a variety of structures can promote the qualities we’re after. Thinking through the genetic underpinnings of cancer promotes analytical thinking, but so does dissecting the religious and cultural influences in 7th century Spain.

The Joint Boards Articulation Commission (JBAC) believed that what was needed was a collaboratively-developed framework within which to consider specific General Education courses. The framework would consist of two elements: (1) the broad outcomes we desire for students who take these courses and (2) the criteria for courses likely to achieve those outcomes. In addition to smoothing transfer, such a model had the potential to strengthen General Education in fundamental ways. By adhering to general principles rather than a rigid template, faculty would have the freedom to design General Education courses that exploit individual expertise and new insights. Students would benefit from faculty innovation in the classroom, while retaining assurance of the transferability of their coursework. Beginning in February 2006, JBAC led the effort to create this framework through the steps outlined below.

What results do we anticipate?

Short-term: A clear statement of the intended learning outcomes of a General Education curriculum, regardless of its particular design, will help all of us communicate the key role of General Education – to students, parents, and Oregon citizens. The definition of criteria for effective General Education courses will be immediately helpful to faculty as they improve existing General Education courses and design new ones.

Long-term: We hope that the criteria for effective General Education courses will form the basis of a new, faculty-led procedure for making thoughtful decisions about General Education coursework. At present, equivalency decisions can appear arbitrary because they are made according to local campus guidelines that are not widely known. In the new system, transferability will not depend on identity of course numbering or content, but on more general characteristics that can be shared by courses on diverse topics. Perhaps most important, we hope that the new system will foster a culture of substantive curricular discussions among faculty from diverse institutions. The collegiality of such groups was demonstrated during the creation of these Outcomes and Criteria statements and we think their combination of disciplinary expertise and direct classroom experience is powerful. They are in the best position to communicate the nature of college-level work in their areas and to stimulate interest in high quality General Education for students throughout Oregon.
## Arts & Letters

### Outcomes

As a result of taking General Education Arts & Letters* courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

* "Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

### Criteria

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

## Cultural Literacy

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement.

### Outcomes

As a result of taking a designated Cultural Literacy course, learners would be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

### Criteria

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.
Each course *may* also do one or more of the following:

- Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- Investigate how discrimination arises from culturally defined meanings attributed to difference.
- Analyze how social institutions perpetuate systems of privilege and discrimination.
- Explore social constructs in terms of power relationships.

### Mathematics

#### Outcomes

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

#### Criteria

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

### Science or Computer Science*

#### Outcomes

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
• Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria
A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition,

A General Education course in Science should:

• Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery; and

A General Education course in Computer Science should:

• Engage students in the design of algorithms and computer programs that solve problems.

* Computer Science is not included as a core area of the Foundational Curricula (2018). It remains as part of the AAOT General Education Package.

Social Science

Outcomes
As a result of taking General Education Social Science courses, a student should be able to:

• Apply analytical skills to social phenomena in order to understand human behavior; and
• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

Speech/Oral Communication**

Outcomes
As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts; and
- Build and manage relationships.

Criteria
A course in Speech/Oral Communication should provide:

1. Instruction in fundamental communication theories.
2. Instruction and practice of appropriate oral communication techniques.
3. Instruction and practice in the listening process.
4. Instruction and practice in comprehension, interpretation, and critical evaluation of communication.
5. Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts.
6. Instruction in the responsibilities of ethical communicators.
7. Instruction in the value and consequences of effective communication.

** Speech/Oral Communication not included as part of the Foundational Curricula (2018). It remains as part of the AAOT General Education package

Writing

Outcomes
As a result of completing the General Education Writing sequence, a student should be able to:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

Criteria
A course in Writing should:

1. Create a learning environment that fosters respectful and free exchange of ideas.
2. Include college-level readings that challenge students and require the analysis of complex ideas.
3. Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others’ ideas.
4. Foster students’ ability to summarize and respond in writing to ideas generated by reading and discussion.
5. Require a substantial amount of formal and informal writing.
6. Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
7. Foreground the importance of focus, organization, and logical development of written work.
8. Guide students to reflect on their own writing, to provide feedback on peers’ drafts, and to respond to peer and instructor comments.
9. Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English.
10. Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system.
11. Require appropriate technologies in the service of writing and learning.

Information Literacy

*Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.*

**Outcomes**

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

**Criteria**

A Writing course infused with Information Literacy should include:

1. Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.
2. Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies.
3. Instruction and practice in evaluating and selecting information using appropriate criteria.
4. Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.
5. Instruction and practice in the ethical and legal use of information and information technologies.
6. Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information.
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- Candice Watkins Ref. & Inst. Librarian Clatsop Community College
- Jo Whitehorse Cochran Arts & Communication Klamath Community College
- Nadine Williams Library Director Lane Community College
- Theresa Yancey Librarian Chemeketa Community College
C. Frequently Asked Questions (for students)

Core Transfer Maps and Major Transfer Maps: Questions & Answers

I am a community college student and I plan on transferring to a four-year public university, but I am unsure of my major and/or where I’ll transfer to. How do I make the best course choices?

You should talk to your advisor about Core Transfer Maps. These Maps are groups of eight classes that add up to at least 30 credits. When you complete the full set of eight courses, those courses are guaranteed to transfer to any public university in Oregon, and all of your credits from the Core Transfer Map will count toward that university’s general education requirements (if you meet transfer entrance requirement for the university). Your advisor can also help you select specific courses in the foundational curricula from the approved list of courses that fit with your interests and career goals.

What do Core Transfer Maps guarantee?

If you successfully complete a Core Transfer Map, all of your credits from that Map are guaranteed to transfer to any Oregon public university and count toward its general education requirements.

While Core Transfer Maps are great starting points for college, they are NOT complete first-year course plans. For information on specific majors or complete general education requirements you should talk to your advisor for guidance on the next steps you should take after completing a Core Transfer Map.

When will Core Transfer Maps be available to me?

Core Transfer Maps will be available to students fall quarter of 2018.

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<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Dan Bjerke</td>
<td>Instructional Services Oregon State University</td>
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<td>Jean Caspers</td>
<td>Ref. &amp; Instr. Librarian Linfield College</td>
</tr>
<tr>
<td>Anne- Marie Deitering</td>
<td>Learning Initiatives- Prof. Oregon State University</td>
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<tr>
<td>Sara Jameson</td>
<td>Composition Oregon State University</td>
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<tr>
<td>Allen McKiel</td>
<td>Library &amp; Media-Dean Western Oregon University</td>
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<tr>
<td>Robert Monge</td>
<td>Instruction Librarian Western Oregon University</td>
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<td>Patrice O'Donovan</td>
<td>Library Director Linfield College-Portland</td>
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<td>John Repplinger</td>
<td>Science Librarian Willamette University</td>
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<td>Robert Schroeder</td>
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<td>Garrett Trott</td>
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<td>Susan Barnes Whyte</td>
<td>Library Director Linfield College</td>
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<td>Dale Vidmar</td>
<td>Library Inst. &amp; Distance Ed. Southern Oregon University</td>
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<td>Pierina Parise</td>
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Where can I find more information about Core Transfer Maps?
You can talk to an advisor at your home institution. You can also visit the HECC transfer website.

I’m pretty sure about the major I want to pursue, but I’m unsure what school I’ll transfer to. How do I make the best course choices?
You should ask your advisor about Major Transfer Maps. A Major Transfer Map is a course plan for the major you have chosen that, when completed, will allow you to transfer all of your credits to any Oregon public university, and count all of those credits toward a bachelor’s degree in the specific major. You should talk to your advisor about the list of available Major Transfer Maps.

How do I know if a Major Transfer Map is right for me?
A Major Transfer Map is right for you if you are an Oregon community college student, you plan to transfer to a four-year public university, and you think you know what you want to major in (talk to your advisor about the list of available Major Transfer Maps).

What does a Major Transfer Map guarantee?
If you successfully complete a Major Transfer Map, any Oregon public university will accept all of your Major Transfer Map credits and count them all toward a bachelor’s degree in the specific major you chose. Because Major Transfer Maps are streamlined course plans for each major and all credits will transfer and count toward your degree, following one of these Maps should save you time and money.

When will Major Transfer Maps be available to me?
Major Transfer Maps in business, English, education and biology are currently being developed, and Maps for other disciplines will be developed in the coming years. Check with your advisor to see which Major Transfer Maps are available to you.

Where can I find more information about Major Transfer Maps?
You can talk to an advisor at your home institution. You can also go to the HECC transfer website where you will find a list of designated persons from each campus who can help you with your questions about Major Transfer Maps.

What is the relationship between Core Transfer Maps and Major Transfer Maps?
A Core Transfer Map (roughly 30 credits) is part of each Major Transfer Map (typically 90 credits). Many Major Transfer Maps will require students to take specific courses to complete the Core portion of the Major Transfer Map.

Students who know what they want to major in should follow a Major Transfer Map and see an advisor to pick the specific Core Transfer Map courses that fit within their Major Transfer Map.

**How do Core Transfer Maps and Major Transfer Maps benefit students?**

The intention of this work is to create clearer, more visible pathways between community colleges and public universities in Oregon that decrease the time it takes to complete a degree and the cost for that degree. Both the Core Transfer Maps and Major Transfer Maps should help students find their degree path sooner, spend less time and money, and complete degrees at higher rates.
D. Open Educational Resources

Below are links that provide information on the open educational resources adopted by at least one of Oregon’s community colleges or public universities for use in a Core Transfer Map courses/subject area:

- **Writing 121** • [http://openoregon.org/resources/?keyword=wr%20121](http://openoregon.org/resources/?keyword=wr%20121)
- **Arts & Letters** • [http://openoregon.org/resources/?discipline=Arts%20&%20Letters](http://openoregon.org/resources/?discipline=Arts%20&%20Letters)
- **Social Sciences** • [http://openoregon.org/resources/?discipline=Social%20Sciences](http://openoregon.org/resources/?discipline=Social%20Sciences)
- **Natural Sciences** • [http://openoregon.org/resources/?discipline=Sciences](http://openoregon.org/resources/?discipline=Sciences)
- **Math** • [http://openoregon.org/resources/?discipline=Math](http://openoregon.org/resources/?discipline=Math)

Similar information for Major Transfer Map courses and subject areas will be provided once those Maps are complete.

For more information about offering open educational resources in your course, we suggest that you contact your institution’s librarian or Oregon’s Coordinator for Statewide Open Education Library Services, Amy Hofer at [hofera@linnbenton.edu](mailto:hofera@linnbenton.edu).