

AGENDA:
USTA Launch Meeting
Friday, April 6, 2018
9:00 AM – 2:30 PM
Smith Memorial Student Union, Rooms 327-329
Portland State University
1825 SW Broadway
Portland, OR 97201
Zoom: <https://bluecc.zoom.us/j/531738541>
Call in: (669) 900-6833 Meeting ID: 531 738 541

- 9:00 AM – 9:15 AM Welcome Remarks
- a. Ben Cannon, Executive Director, HECC
 - b. Rahmat Shoureshi, President, Portland State University
 - c. Rex Fuller, President, Western Oregon University
 - d. Jessica Howard, President, Portland Community College Southeast Campus
- 9:15 AM – 10:15 AM Background and Context
- a. Student transfer in Oregon by the numbers
 - b. Status of Oregon’s Transfer Policy
 - c. Registrars’ perspective
 - d. Existing faculty partnerships
- 10:15 AM – 11:15 AM House Bill 2998: Mandate and Work to Date
- a. Legislative mandate
 - b. Implementation to date
 - i. Foundational Curricula development
 - ii. USTA discipline selection
 - iii. Oversight and maintenance
- 11:15 AM – 12:15 PM Transfer Planning: The Student Experience
- 12:15 PM – 12:45 PM Lunch + Student Panel
- 12:45 PM – 1:30 PM USTA Workgroups
- a. Charge of USTA workgroups
 - b. Parameters
 - c. USTA Development Template and sample pathway
- 1:30 PM – 2:30 PM Guided Workgroup Discussions
- Biology – Dial: (515) 739-1030; Access code: 185-806-253*
Business – Dial: (888) 557-8511; Access code: 9472678
Education – Dial: (888) 251-2909; Access code: 5175632
English – Dial: (877) 336-1831; Access code: 4287310

Enrolled
House Bill 2998

Sponsored by COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT

CHAPTER

AN ACT

Relating to transfer of credits to public post-secondary institutions of education; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) Community colleges and public universities listed in ORS 352.002 shall:

(a) Evaluate existing one-year curricula for students at a public post-secondary institution of education who plan to transfer to a different public post-secondary institution of education; and

(b) Establish a foundational curriculum, or foundational curricula, for the first year of coursework at public post-secondary institutions of education in this state.

(2) A foundational curriculum established under subsection (1) of this section must contain a minimum of 30 college-level academic credits.

(3) Students at a community college who complete a foundational curriculum established under subsection (1) of this section shall:

(a) Be able to transfer each academic credit contained within the foundational curriculum from a community college to any public university listed in ORS 352.002; and

(b) Have each academic credit from the foundational curriculum be counted towards the student's degree requirements at any public university listed in ORS 352.002.

SECTION 2. The Higher Education Coordinating Commission shall convene community colleges and public universities listed in ORS 352.002 to ensure that at least one foundational curriculum described in section 1 of this 2017 Act is established and available for use by community college students by the beginning of the 2018-2019 academic year.

SECTION 3. (1) Community colleges and public universities listed in ORS 352.002 shall collaborate to develop a unified statewide transfer agreement, based on the foundational curricula established under section 1 of this 2017 Act, for each major course of study. Each unified statewide transfer agreement developed under this section must:

(a) Enable a student to transfer from a community college to a public university listed in ORS 352.002 without the loss of academic credit or the requirement to retake a course at a public university that the student has successfully completed at a community college, provided that the grade in each course that is transferred meets the degree requirements established by the unified statewide transfer agreement;

(b) Contain provisions that identify the optimal number of academic credits, including credits in the major course of study, that the student should have when the student transfers from a community college to a public university listed in ORS 352.002 in order for the student to efficiently receive a bachelor's degree;

(c) Define the classes and completion standards for the optimal number of academic credits identified in paragraph (b) of this subsection that may be taken at a community college;

(d) Except as provided in paragraph (e) of this subsection, ensure that if a student at a community college has completed 90 academic credits of coursework in conformity with the completion standards identified in paragraph (c) of this subsection and transfers to a public university listed in ORS 352.002, the student will:

(A) Receive junior status in the major course of study at the public university; and

(B) Be able to receive a bachelor's degree in the major course of study by completing the additional academic credits identified in the unified statewide transfer agreement after transferring, based on the total number of academic credits and standards approved by the accrediting body for the public university; and

(e) For unified statewide transfer agreements that in paragraph (b) of this subsection identify an optimal number of academic credits to transfer other than 90, ensure that if a student at a community college has completed the identified number of academic credits of coursework in conformity with the completion standards identified in paragraph (c) of this subsection and transfers to a public university listed in ORS 352.002, the student will:

(A) Receive status at the public university, based on the number of academic credits referenced in the transfer agreement, that is comparable to the status of students with the same number of academic credits in the major course of study who began their post-secondary studies at the public university; and

(B) Be able to receive a bachelor's degree in the major course of study by completing the additional academic credits identified in the unified statewide transfer agreement after transferring, based on the total number of academic credits and standards approved by the accrediting body for the public university.

(2) In designing unified statewide transfer agreements under subsection (1) of this section, community colleges and public universities listed in ORS 352.002 shall:

(a) Focus on ensuring that community college students who transfer to public universities to complete a bachelor's degree are able to obtain the bachelor's degree with a similar number of academic credits to those required for students who begin their post-secondary studies at a public university;

(b) Seek to minimize student debt;

(c) Seek to increase the rate at which community college students who transfer to public universities receive bachelor's degrees; and

(d) Seek to maintain the standards of intellectual and academic rigor at community colleges and public universities.

(3)(a) The Higher Education Coordinating Commission shall regularly convene and consult with community colleges and public universities listed in ORS 352.002 in order to determine the major courses of study for which a unified statewide transfer agreement will be established.

(b) Determinations made under this subsection must identify a sufficient number of major courses of study to enable colleges and public universities to comply with subsection (4) of this section.

(c) The commission shall publicly identify the criteria used to make determinations under this subsection, which must include, but need not be limited to, a consideration of:

(A) The major courses of study with the most workforce demand; and

(B) The most common major courses of study among students who transfer from a community college to a public university.

(4) Community colleges and public universities listed in ORS 352.002 shall establish a unified statewide transfer agreement for three major courses of study per year.

SECTION 4. Notwithstanding section 3 (4) of this 2017 Act, community colleges and public universities listed in ORS 352.002 shall develop the first three unified statewide transfer agreements required under section 3 of this 2017 Act under the following time frame:

(1) The first unified statewide transfer agreement must be established by December 1, 2018;

(2) The second unified statewide transfer agreement must be established by April 1, 2019; and

(3) The third unified statewide transfer agreement must be established by December 1, 2019.

SECTION 5. When a student attending a community college informs the community college that the student intends to pursue a bachelor's degree by transferring to a public university listed in ORS 352.002, the community college shall:

(1) Provide the student with information on potential major courses of study that the community college has received from the public university;

(2) Provide the student with a list of existing unified statewide transfer agreements; and

(3) Encourage the student to identify a potential major course of study or unified statewide transfer agreement prior to the student completing 45 academic credits.

SECTION 6. (1) The Higher Education Coordinating Commission shall regularly convene representatives from community colleges and public universities listed in ORS 352.002 in order to:

(a) Facilitate the coordination and establishment of foundational curricula described in section 1 of this 2017 Act; and

(b) Facilitate the development, and ensure the continued alignment, of the unified statewide transfer agreements described in section 3 of this 2017 Act.

(2) The commission shall provide staffing for each meeting held under subsection (1) of this section.

(3) The commission shall seek to ensure that community colleges, public universities listed in ORS 352.002 and students are informed and engaged on the current status and developments of foundational curricula and unified statewide transfer agreements.

(4) Each community college and public university listed in ORS 352.002 shall report annually to the commission, for each unified statewide transfer agreement established under section 3 of this 2017 Act, the number of academic credits that were successfully transferred in that major course of study by students who transfer from a community college to a public university.

(5) To the extent relevant data is available, the commission shall report annually to the Legislative Assembly on whether existing unified statewide transfer agreements are meeting the goals set forth in section 3 (2) of this 2017 Act.

SECTION 7. No later than June 1, 2018, community colleges and public universities listed in ORS 352.002 shall submit a joint report to the interim committees of the Legislative Assembly relating to higher education regarding best practices for advising students about:

(1) Foundational curricula established under section 1 of this 2017 Act;

(2) Unified statewide transfer agreements established under section 3 of this 2017 Act;

(3) Methods for identifying a major course of study no later than the student's second year of post-secondary education;

(4) Strategies and resources available to enhance student advising effectiveness and increase student access to information about unified statewide transfer agreements; and

(5) Academic support services, with an emphasis on assisting students enrolled in courses or major courses of study with high rates of incompleteness.

SECTION 8. No later than February 1, 2018, the Higher Education Coordinating Commission shall provide to the Legislative Assembly a written report that:

(1) In consultation with community colleges and public universities listed in ORS 352.002, defines "lost academic credits" for purposes of the report;

(2) States the typical number of lost academic credits by current students who transfer from a community college to a public university listed in ORS 352.002;

(3) Makes a recommendation on whether more than one foundational curriculum should be established;

(4) Makes a recommendation on whether foundational curricula established under section 1 of this 2017 Act should be transferable for students who transfer from one community college to a different community college or from one public university listed in ORS 352.002 to a different public university; and

(5) Lists the initial major courses of study for which unified statewide transfer agreements will be established under section 3 (3) of this 2017 Act.

SECTION 9. Notwithstanding any other provision of law, the General Fund appropriation made to the Higher Education Coordinating Commission by section 1 (1), chapter __, Oregon Laws 2017 (Enrolled Senate Bill 5524), for the biennium beginning July 1, 2017, is increased by \$220,490 for the purpose of implementing this 2017 Act.

SECTION 10. This 2017 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect on its passage.

Passed by House June 30, 2017

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Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate July 5, 2017

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Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2017

Approved:

.....M.,....., 2017

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2017

.....
Dennis Richardson, Secretary of State

USTA WORKGROUP REPRESENTATIVES

BIOLOGY			
Institution	First Name	Last Name	Email
Eastern Oregon U.	Laura	Mahrt	lmahrt@eou.edu
Southern Oregon U.	John	Roden	rodenj@sou.edu
Portland State U.	Daniel	Ballhorn	ballhorn@pdx.edu
Oregon Institute of Tech.	Lloyd	Parratt	lloyd.parratt@oit.edu
Western Oregon U.	Erin	Baumgartner	baumgare@wou.edu
University of Oregon	Cristin	Huslander	cristinh@uoregon.edu
Oregon State U.	Lori	Kayes	lori.kayes@oregonstate.edu
Oregon State U.	Brock	McLeod*	brock.mcleod@oregonstate.edu
Blue Mountain CC	Sascha	McKeon	smckeon@bluecc.edu
Chemeketa CC	Wynn	Cudmore	wynn.cudmore@chemeketa.edu
Clackamas CC	Tory	Blackwel	toryb@clackamas.edu
Clatsop CC	Nichole	Warwick	nwarwick@clatsopcc.edu
Lane CC	Christine	Andrews	andrewsc@lanecc.edu
Mt. Hood CC	Wally	Shriner	Walter.Shriner@mhcc.edu
Portland CC	Linda	Ferguson-Kolmes	linda.fergussonkolmes@pcc.edu
Rogue CC	Katie	Strong	ksstrong@roguecc.edu
Tillamook Bay CC	Robert	Pietruszka	robertpietruszka@tillamookbaycc.edu
Umpqua CC	Shauna	McNulty	shauna.mcnulty@umpqua.edu
Central Oregon CC	Sarah	Fuller	sfuller@cocc.edu
Treasure Valley CC	Arwyn	Larson	alarson@tvcc.cc

BUSINESS			
Institution	First Name	Last Name	Email
Eastern Oregon U.	Kevin	Walker	kwalker@eou.edu
Southern Oregon U.	Joan	McBee	mcbeej@sou.edu
Portland State U.	Chuck	Nobles	charlesn@pdx.edu
Portland State U.	Ashley	Storey*	storey.sba@pdx.edu
Oregon Institute of Tech.	Maureen	Sevigny	maureen.sevigny@oit.edu
Western Oregon U.	Hamid	Kashani	baharih@wou.edu
University of Oregon	Chuck	Kalnbach	kalnbach@uoregon.edu
Oregon State U.	Jim	Coakley	jim.coakley@bus.oregonstate.edu
Central Oregon CC	Michael	Hansen	mphansen@cocc.edu
Chemeketa CC	Karen	Edwards	karen.edwards@chemeketa.edu
Clackamas CC	Mike	Moiso	mmoiso@clackamas.edu
Lane CC	Chris	Culver	culverc@lanecc.edu
Mt. Hood CC	Andy	Wong	Andy.Wong@mhcc.edu
Portland CC	Scott	Birk	scott.birk@pcc.edu
Rogue CC	Melissa	Polen	mpolen@roguecc.edu
Tillamook Bay CC	Tom	Atchison	tomatchison@tillamookbaycc.edu
Umpqua CC	Toni	Clough	toni.clough@umpqua.edu

* Advising representative

EDUCATION			
Institution	First Name	Last Name	Email
Eastern Oregon U.	Rhonda	Fritz	rfritz@eou.edu
Southern Oregon U.	Susan	Faller-Mitchell	fallers@sou.edu
Western Oregon U.	Marine	LeJeune	lejeunem@wou.edu
University of Oregon	Edward M.	Olivos	emolivos@uoregon.edu
Oregon State U.	Nell	O'Malley	nwomalley@oregonstate.edu
Portland State U.	Randy	DePry	rdepri@pdx.edu
Western Oregon U.	Kristin	Mauro *	maurok@mail.wou.edu
Central Oregon CC	Amy	Howell	ahowell@cooc.edu
Chemeketa CC	Cecelia	Monto	cecelia.monto@chemeketa.edu
Clackamas CC	Laurette	Scott	laurette@clackamas.edu
Clatsop CC	Celeste	Petersen	cpetersen@clatsopcc.edu
Lane CC	Kanoe	Bunney	bunneyk@lanecc.edu
Linn-Benton CC	Christy	Steven	stevenc@linnbenton.edu
Portland CC	Lisa	George	lisa.george1@pcc.edu
Rogue CC	Deborah	Murphy	dmurphy@roguecc.edu
Umpqua CC	Gwen	Soderberg-Chase	gwen.soderberg-chase@umpqua.edu
Treasure Valley CC	Suzanne	Bolyard	sbolyard@tvcc.cc

ENGLISH			
Institution	First Name	Last Name	Email
Eastern Oregon U.	Donna	Evans	devans@eou.edu
Eastern Oregon U.	Mandy	Johnson*	mrjohnson@eou.edu
Southern Oregon U.	Alma Rosa	Alvarez	alvarez@sou.edu
Portland State U.	Sarah	Lincoln	sarah.lincoln@pdx.edu
Western Oregon U.	Carol	Harding	hardinc@wou.edu
Oregon Institute of Tech.	Christopher	Syrnik	christopher.syrnyk@oit.edu
Oregon State U.	Anita	Helle	ahelle@oregonstate.edu
University of Oregon	Gordon	Sayre	gsayre@uoregon.edu
Central Oregon CC	Mindy	Williams	mwilliams10@cooc.edu
Chemeketa CC	Eva	Payne	eva.payne@chemeketa.edu
Clackamas CC	Carol	Burnell	carolb@clackamas.edu
Clatsop CC	Julie	Brown	jbrown@clatsopcc.edu
Lane CC	Eileen	Thompson	thompstone@lanecc.edu
Mt. Hood CC	Holly	DeGrow	Holly.DeGrow@mhcc.edu
Portland CC	Blake	Hausman	blake.hausman@pcc.edu
Rogue CC	Verne	Underwood	vunderwood@roguecc.edu
Treasure Valley CC	Marc	Wilson	mwilson@tvcc.cc
Umpqua CC	Amy	Fair	amy.fair@umpqua.edu

* Advising representative



Clackamas CC



SWOCC



OSU



UNIFIED STATEWIDE TRANSFER AGREEMENTS: PATHWAYS FOR SUCCESSFUL STUDENT TRANSFER

OREGON HIGHER EDUCATION COORDINATING COMMISSION

Date: April 6, 2018
Presented at: USTA Launch Meeting



HOUSE BILL 2998

FOUNDATIONAL CURRICULA

Mandate: HECC convenes community colleges and universities to develop common foundational curriculum/a.

Available to students by 2018-19 academic year.

At least 30 academic credits.

Each academic credit transfers to any Oregon public university and counts toward degree requirements.

UNIFIED STATEWIDE TRANSFER AGREEMENTS

Mandate: HECC convenes community colleges and universities to develop discipline-specific unified statewide transfer agreements.

HECC convenes community colleges and universities to determine the disciplines for which USTAs will be established, and in what order.

The first USTA will be established by December 1, 2018; the second by April 1, 2019; and the third by December 1, 2019. Thereafter, 3 USTAs will be established per year.

ADDITIONAL MANDATES

HECC submits a report¹ to the Legislative Assembly, due Feb. 1, 2018, that:

- evaluates credit loss,
- recommends extent of transferability of foundational curricula,
- recommends number of foundational curricula, and lists the first 3 disciplines for USTA development

Community colleges and universities submit a joint report to the Legislative Assembly, due Jun. 1, 2018, on best practices for student advising related to transfer.

Annually, community colleges and universities report to the HECC, and the HECC reports to Legislative Assembly, when data are available, on progress toward USTA goals.

HECC regularly convenes community colleges and universities to ensure continued alignment of USTAs.

Community colleges provide students who intend to transfer with key information on USTAs.

¹HECC report to legislative assembly: <http://www.oregon.gov/highered/research/Documents/Reports/HB-2998-2017-Report.pdf>



USTA WORKGROUPS: THE CHARGE

LEGISLATIVE CHARGE

Mandate: In designing USTAs, community colleges and universities must...

- Seek to ensure transfer students can complete a bachelor's with a similar number of academic credits as students who begin at a public university.
- Seek to minimize student debt.
- Seek to increase the rate at which community college students who transfer to public universities receive bachelor's degrees.
- Seek to maintain the standards of intellectual and academic rigor at community colleges and public universities.

LEGISLATIVE CHARGE CONTINUED

Mandate: Each USTA must...

- Be based on at least one foundational curricula.
- Enable community college to university transfer without lost academic credit or requirement to retake courses that students successfully completed.
- Identify optimal number of academic credits, including in the major, for transfer.
- Define classes and completion standards for optimal number of academic credits, including in the major, to be taken at a community college.

LEGISLATIVE CHARGE CONTINUED

- Ensure that transfer students who complete 90 credits at a community college, in conformity with the USTA, can receive a bachelor's in the major by completing the additional academic credits identified in the USTA after transferring.
- Ensure that transfer students who complete 90 credits at a community college, in conformity with the USTA, receive junior status in the major at any university.
- For USTAs with credit totals \neq 90, ensure that transfer students who complete the USTA receive status at any university that is comparable to the status of a native university student with the same number of academic credits in the major.

Successful USTAs will also...

- Make common sense to students, be advisor-friendly, and lay out clear expectations.
- Enable institutional uniqueness.
- Serve as guides to community colleges on how best to structure course offerings.
- Foster strong, discipline-based faculty networks that remain engaged and aware of the impact of curricular change.

Definitions:

Excess Credit: A credit that does not fulfill any relevant academic requirements for a given student, including:

- a) Strict graduation requirements, such as for primary major, bachelor's, and general education;
- b) Elective credits needed beyond those strict graduation requirements to meet overarching credit requirements (total credits, upper division credits); and
- c) Requirements for a desired auxiliary academic program, such as an additional major, minor, or pre-professional program, even if this would require credits in excess of overarching credit requirements.

Junior status in the major: Students who complete a USTA have "junior status in the major" if they are on equal footing with native university students, and both are two years or equal time and credits from graduation.

Optimal Transfer Point: The point at which the paths to a bachelor's degree diverge, depending on the university to which you transfer.

USTA DEVELOPMENT TEMPLATE

DISCIPLINE:

FOUNDATIONAL CURRICULUM		
<i>Writing</i>		
1 course	WR121	[3-4 credits]
<i>Arts & Letters</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
<i>Social Sciences</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
<i>Natural Sciences</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
<i>Mathematics</i>		
1 course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
***At least 1 course must also satisfy Cultural Literacy outcomes for AAOT		
***Foundational Curriculum credit total must be 30 credits or greater	[Fill in with specific course or "Select from AAOT outcomes courses"]	
Foundational Curriculum Total		[≥ 30 credits]

PATHWAY [Fill in with discipline]		
[Fill in with 1 st category, e.g. "Business Courses"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with 2 nd category, e.g. "Arts & Letters"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with 3 rd category, e.g. "Electives"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
<i>Business Pathway Total</i>		[Fill in total]

CSCU Pathway Transfer A.A. Degree: Biology Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	BIO 121 General Biology I (C- or above)	4 credits
6	Scientific Knowledge & Understanding	CHE 121 General Chemistry I	4 credits
7	Quantitative Reasoning	MAT 185 Trigonometry (NVCC) MAT 186 Pre-calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		33 credits

15	PATHWAY30		
16	BIO 122	General Biology II (C- or above)	4 credits
17	Select two courses (See the different four-year programs for how each course will be received.) 1. BIO 208 (HCC) 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 4. BIO 220 (ACC, MCC) 5. BIO 222 (MXCC) 6. BIO 225 (NVCC) 7. BIO 227 (NVCC) 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 9. BIO 262 (NVCC, TRCC) 10. BIO 263 (MXCC) 11. BIO 264 (QVCC) 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) 13. BIO 272 (NCC) 14. BIO 275 (QVCC)	Forensic Science with Lab Anatomy & Physiology I Anatomy & Physiology II Biochemistry Molecular Biotechniques Introduction to Biotechnology Biotechnology II Microbiology Genetics and Lab Molecular Genetics Molecular and Cellular Biology Ecology Marine Ecology Entomology	8 credits
18			
19	CHE 122	General Chemistry II	4 credits
20	PHY 121	General Physics I	4 credits

	OR CHE 211	Organic Chemistry I	
21	PHY 122 OR CHE 212	General Physics II Organic Chemistry II	4 credits
22	MAT 254 OR Additional General Education Elective I: Creativity OR Additional General Education Elective II: Global Knowledge	Calculus I General Education Elective General Education Elective	3-4 credits
23	<i>Unrestricted Electives</i>		0 credits
34	Pathway30 Total		27-28 credits
25	Biology Studies Pathway Total		60-61 credits*

*Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

QUESTIONS FOR GUIDED WORKGROUP DISCUSSIONS

- 1) Describe how faculty from your discipline currently work together collectively on curricula and transfer.
- 2) Does your discipline have statewide curricular agreements currently in place?
- 3) Does each institution inform other institutions (community colleges and universities) of curricular changes? If yes, how so?
- 4) Describe the nature of the differences in degree requirements among the seven universities. Are the differences significant from university to university? Are there many small differences or one large pedagogical divergence?
- 5) What were the sticking points in past efforts to create statewide agreements?
- 6) What information do you need in order to complete this work? Data on transfer? Information about degree requirements from institution to institution? More examples from other states? Other information?
- 7) What are next steps your group needs to take in order to make progress?