

HOUSE BILL 2998 (2017): POSTSECONDARY
STUDENT TRANSFER
DECEMBER 2020



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ACRONYMS: ORGANIZATIONS AND STATEWIDE AGREEMENTS

AAOT	Associate of Arts Oregon Transfer: a 90 credit statewide transfer degree
CTM	Core Transfer Map (referred to in HB 2998 as Foundational Curricula): groups of eight general education courses, equivalent to at least 30 credits that transfer to any public university in Oregon and apply to the university's degree requirements.
MTM	Major Transfer Map (referred to in HB 2998 as Unified Statewide Transfer Agreement): a 90 credit, major specific statewide transfer tool which has been rebranded and is now referred to as a Major Transfer Map
OCCA	Oregon Community Colleges Association: a community colleges advocacy and policy non-profit organization
OCOP	Oregon Council of Presidents: a voluntary association of public university presidents
OPC	Oregon Presidents' Council: a voluntary association of community college presidents
OSA	Oregon Student Association: a student-led advocacy non-profit organization
OTAC	Oregon Transfer and Articulation Committee
OTM	Oregon Transfer Module: a 45 credit suggested first year curriculum for community college students who plan to transfer to a public university

EXECUTIVE SUMMARY

House Bill 2998 (2017), directs the Higher Education Coordinating Commission (HECC) and community colleges and universities listed in ORS 352.002 to streamline transfer pathways between Oregon's public community colleges and universities. Included in the legislation is a requirement that the HECC submits an annual report to the Legislative Assembly, that:

For each Major Transfer Map (MTMs) agreement established under ORS 350.404, contains a report on 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;

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 ORS 350.404 (2) which include minimizing student debt, increasing transfer rates, decreasing excess credits, and maintaining standards of intellectual and academic rigor.

Because implementation of HB 2998 mandates are in an early phase, data are not yet available to examine the success of transfer tools. Instead, this report establishes baseline data- to the extent possible.

This report also provides an update on progress toward implementation of House Bill 2998. The Business and Computer Science MTMs are on track for approval by the Oregon Transfer and Articulation Committee in December 2020 or January 2021. The Criminal Justice MTM needs more work to meet legislative mandates.

This report reviews challenges of implementation and makes the following recommendations:

- Greater learning outcomes alignment of highly enrolled lower-division courses would solve some of the general education and authority issues,
- Each institution should work to establish their own institutional implementation processes for the commitments made in the MTM Memorandums of Understandings, and
- All partners should establish greater transparency and accountability measures to ensure student success.

INTRODUCTION

BACKGROUND

Oregon's Transfer Problem

Outcomes for transfer students differ from comparable first-time freshman at Oregon public universities. Oregon transfer students have lower bachelor's degree graduation rates, compared to first-time freshman in Oregon.¹ In Oregon, the median time to degree for transfer students is almost a year longer than comparable first-time freshman.² National rates of successful transfer differ by racial/ethnic group, where 45% of White students transferred within six years of enrollment compared to just 31% of African American and Hispanic/Latinx student's (similar comparisons were not available for Oregon).³ Compared to 50 other states bachelor's degree attainment rates for degree seeking transfer students Oregon came in 34th.⁴

Previous statewide transfer degrees, the Associate of Applied Arts Oregon Transfer (AAOT) and the Associates of Science Oregon Transfer (ASOT) in Business and Computer Science were designed to meet the lower-division general education requirements at all seven Oregon public universities. However, to satisfy the disparate general education requirements across all institutions, each degree contains more-lower division general education than is necessary at any one institution—resulting in excess credits for transfer student. In other states, streamlining complex institutional pathways and clarifying requirements has decreased excess credit and time to degree for transfer students.⁵

MANDATES OF HB 2998

HB 2998 (2017) addresses some of the unintended shortcomings of prior statewide transfer tools, in particular reducing excess credits and preparing students for transfer with junior standing in their specific majors. HB 2998 requires a Core Transfer Map (CTM) which is defined as 30 credits of general education that must count toward degree requirements (rather than electives). The CTM does not fulfill all general education requirements but rather, provides a tool for students who are unsure of their major or transfer institution through a set of courses that will meet general education requirements. The bill requires colleges and

¹ A look at the six-year graduation rates in Oregon of first-time freshman compared to transfer students with comparable credits, reveals that transfer students have a graduation rate of 52% compared to a 76% graduation rate for first-time freshman (Higher Education Coordinating Commission Office of Research & Data, University Student Records data, Fall 2010 cohort)

² Higher Education Coordinating Commission Office of Research & Data, University Student Records data, Fall 2010 cohort

³ Crisp, Gloria. 2019. College to University Transfer Systems. Slides 2-3. Presentation to the Senate Interim Committee on Education <https://olis.leg.state.or.us/liz/201911/Downloads/CommitteeMeetingDocument/206707>

⁴ Fink, John. 2020. Strengthening Transfer Pathways to Improve Student Success. slide 11 Presentation to the Inside Higher Ed Online Transfer Conference September 2020

⁵ Excess credit is defined as, "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" (Cox, Amy. 2018. Oregon Community College to University Transfer. Slide 11. Presentation to the MTM Launch Meeting. https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/MTM_Launch_Full_SlideDeck_04.06.2018.pdf)

universities develop three Major Transfer Maps (MTMs) per year. These MTMs prescribe specific general education and lower-division course pathways for students. The intent of the MTMs is to decrease excess credit and decrease time to degree for transfer students who know their major course of study. MTMs must be designed so that students can transfer with no lost credit or unnecessary repeated coursework. A completed MTMs will guarantee a student junior standing in the major course of study.

This report is the third annual report on progress toward the goals of HB 2998 (2017). The requirements outlined in state statute ask for an annual report on:

- The number of academic credits, for each MTM, that were successfully transferred in that major course of study from a community college to a public university; *(data not yet available due to early implementation stage of agreements)*
- A comparison of the number of credits upon completion of a bachelor's degree between first-time freshman, and transfer students who successfully completed a MTM and transferred to a public university; *(data not yet available due to early implementation stage of agreements)*
- Transfer rates of community college students; *(baseline data provided in this report)*
- Whether MTMs are helping to minimize student debt and; *(data not yet available due to early implementation stage of agreement)*
- The extent to which MTMs are maintaining standards of intellectual and academic rigor at community colleges and public universities. *(data not yet available due to early implementation stage of agreement)*

Because the MTMs are not yet offered at community colleges, the HECC has established baseline data to the greatest extent possible for each area of statutory required reporting. This report will provide an update on implementation progress, implementation challenges, and recommendations.

House Bill 2998 (HB 2998) was passed in 2017 and directs the Higher Education Coordinating Commission (HECC) and Oregon's community colleges and public universities listed in in ORS 352.002 to improve transfer pathways between two-year public colleges to four-year public universities. Specifically, HB 2998 includes the following mandates:

- HECC convenes community colleges and universities to develop common Core Transfer Map/available to students by 2018-2019 academic year; *(completed)*
- Community colleges and universities develop Major Transfer Maps (MTMs) for each major course of study (3 MTMs per year); *(3 out of 3 in 2019, 2 out of 3 on track for completion in late 2020 early 2021)*
- HECC informs and engages students and schools on status and developments; *(on-going)*
- HECC reports annually to Legislative Assembly, when data is available, on progress toward goals of major transfer map agreements and; *(baseline data established this year)*
- HECC convenes community colleges and universities to ensure continued alignment of established major transfer map agreements. *(on-going)*

ESTABLISHING BASELINE DATA

Future reports will include more data on student success outcomes as the MTMs become available. Because the MTMs are not yet offered, the HECC has established baseline data to the greatest extent possible for each area of statutory required reporting (see Table 1). Baseline data include:

Debt data for each institution.

- These are federal data and are reported at the institution level; they are not split out separately for first-time freshmen and transfer students.

Graduation data for each institution.

- These are bachelor's degree graduation rates, broken out by institution and separately for first-time freshmen and transfer students.
- For first-time freshmen, they show the percentage who continue into their third year and who graduate within six years of admission to the university. They represent students who were admitted in 2013-14.
- For transfer students, they show the percentage who transferred with at least 90 credits accepted and then graduate within four years of admission to the university. They represent students who were admitted in 2015-16.
- For the colleges, these are the transfer students' bachelor's degree graduation rates for the transfer students who came from that college and then graduated at one of the public universities.

Credits at graduation.

- These are the number of credits earned by students who graduated with a bachelor's degree in 2019-20 broken out for first time freshmen and transfer students
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Table 1



Baseline transfer data for Oregon institutions, 2019-20.

	Student Debt		Average number of credits a student has accumulated upon completion of a bachelor's degree		Bachelor's degree graduation rates	
	Percent of undergrads with federal loans	Average debt among graduates	First-time freshmen	Transfer students	First-time freshmen	Transfer students matriculating to 4 year institution with 90+ credits
Eastern Oregon	50%	\$ 22,107	200	204	75%	58%
Oregon Tech	39%	\$ 22,875	218	244	79%	56%
Oregon State	48%	\$ 23,393	206	211	85%	65%
Portland State	47%	\$ 21,969	199	205	76%	60%
Southern Oregon	43%	\$ 21,313	199	205	73%	60%
University of Oregon	38%	\$ 20,500	199	204	91%	72%
Western Oregon	79%	\$ 24,955	197	205	73%	65%
Public Universities	47%	\$ 22,273	202	208	84%	62%
Blue Mountain	18%	\$ 14,679				
Central Oregon	61%	\$ 19,066				
Chemeketa	28%	\$ 14,750				
Clackamas	41%	\$ 13,101				
Clatsop	14%	\$ 9,334				
Columbia Gorge	17%	\$ 11,650				
Klamath	42%	\$ 15,456				
Lane	54%	\$ 13,504				
Linn Benton	30%	\$ 13,044				
Mt Hood	24%	\$ 11,669				
Oregon Coast	31%	\$ 15,412				
Portland	34%	\$ 15,412				
Rogue	24%	\$ 18,202				
Southwestern	24%	\$ 12,000				
Tillamook Bay	22%	Suppressed				
Treasure Valley	47%	\$ 13,938				
Umpqua	28%	\$ 8,543				
Community Colleges	34%	\$ 14,705				

Source: HECC analysis of student-level data

Suppressed cells indicate fewer than 10 students.

IMPLEMENTATION PROGRESS

House Bill 2998 is in its third year of implementation. Since the last report to the legislature in December of 2019, in consultation with leadership from the 24 public institutions, The Oregon Transfer and Articulation Committee, and the Major Transfer Maps the HECC accomplished the following:

- HECC convened administrators from the state’s community colleges and universities and the faculty members of the 2020 MTM workgroups: business, computer science, and criminal justice. The objectives of this daylong meeting were to explain HB 2998’s legislative mandates, provide guidance as to how to fulfill this requirement, and begin to organize the groups’ work.
- The HECC convened each Major Transfer Map Work groups between six and eleven times.
- HECC staff facilitated identification of course variance, legislative interpretation, background materials, templates, scheduling assistance, and to MTM groups.
- HECC staff convened affinity groups to identify and resolve implementation issues. Affinity groups include registrars and senior empowered administrators discussed below.
- HECC staff identify MTM impasses and provided data and worked one-on-one with institutions to resolve issues.
- HECC in consultation with OTAC representatives, created student facing communication tools for the Core Transfer Map and Major Transfer Map (appendix A and B).
- Established, in rule, two new community college degree types in order to align with the requirements of HB 2998.
- Executed the signing of memorandums of understanding for the first three Major Transfer Maps (Biology, Elementary Education, and English Literature). All 17 community colleges and applicable public universities signed).
- Established a process for aligning MTM courses with Advanced Placement and International Baccalaureate course work.

MAJOR TRANSFER MAP WORKGROUPS

HB 2998 requires community colleges and universities to complete three MTMs per year;

Criminal Justice has more work to do to align lower-division course work. Community college academic administrators are working to regroup and focus community college faculty.

Business and Computer Science are on track to be approved by OTAC in December 2020 or January 2021.

THE OREGON TRANSFER & ARTICULATION COMMITTEE

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. The committee also reviews and provides recommendations on memorandums of understanding drafted for MTM’s;

OTAC has met a total of five times from January 2020 through November of 2020 and will meet again in December. OTAC has successfully accomplished the following tasks:

- Surveyed and reported general education variance at Oregon public universities,
- Surveyed Chief Academic Officers at Oregon’s community colleges on the AAOT outcomes and criteria and reported on the results,
- Reviewed and approved student facing communication tools for Core Transfer Map and Major Transfer Map,
- Reviewed and provided guidance on completion of [Memorandum of Understanding Major Transfer Map Template](#),
- Reviewed and provided guidance on Advanced Placement and International Bachelorette Major Transfer Map Approval Process,
- Established a Math variance subgroup to further align lower division math courses,
- Recommended the creation of transfer associate degrees for newly developed major pathways,
- Recommended the creation of transfer associate degrees for newly developed major pathways and provided feedback on new rule definitions approved by HECC, and
- Recommended new MTMs for the next cohort of implementation: Psychology and two others to be determined at OTAC’s late December meeting.

EMPOWERED ADMINISTRATORS

In order to address alignment or implementation issues arising from the MTM work that had implications beyond the discipline, HECC staff identified a group of senior “Empowered Administrators”. The members of this group are Provosts, Chief Academic Officer, or their designees, and their primary role is to provide guidance, direction, and/or assistance when postsecondary transfer and articulation concerns cannot be addressed by OTAC alone. This group meets once or twice annually to stay current with ongoing statewide postsecondary transfer and alignment work. Individuals in this group are also responsible for addressing specific internal challenges that pertain to their individual institution. The primary duties of this group are:

- Acting as a problem-solving and/or guidance forum for postsecondary articulation and transfer issues

- Final review and assistance with signing of Major Transfer Map Memorandum of Understanding.

This year, HECC staff convened this group twice. Empowered Administrators were instrumental in resolving specific institutional sticking points when the MTM groups reached an impasse. Examples include resolving differences in general education articulation and assisting with course alignment differences.

IMPLEMENTATION CHALLENGES

Higher education institutions in Oregon are highly decentralized organizations. All 24 institutions are governed by independent boards and they all have the authority to develop general education, major, and institutional requirements based on a variety of factors including: institutional mission, essential foundational and disciplinary knowledge required for program coherence at various levels of degree achievement, and student-employer-region-state needs. The benefits of this variance/diversity reflects mission differentiation but also makes credit transfer challenging and approximate rather than streamlined and transparent. As was outlined in the “Challenges with Implementing HB 2998” document presented to the commission in February of 2019 and continue to challenge the work:

Authority

The authority to determine curricular content resides with the faculty. This means that each higher education institution or department can set curricular requirements that are different from those of similar departments at other universities or community colleges. When departments that are outliers are unwilling to change their requirements, it leads to MTMs that build excess credit into them by requiring all students take the course(s) required by one institution. Where there is little agreement about courses or content, it can lead to MTMs that are too general as to be helpful for students. While HB 2998 clearly articulates the requirement that community colleges and public universities develop MTMs, it does not provide a clear path towards resolving institutional disagreements.

Process, Data, and Measures of Success

HB 2998 requires all 24 public higher education institutions to participate in the creation of MTMs and report student outcomes related to MTMs. In 2020 HECC staff, community college faculty and staff, and Oregon public university faculty and staff spent a significant amount of time defining statewide implementation responsibility versus institutional implementation responsibility. For example, Community College registrars identified that, as written, the MTM MOUs would be difficult to map in their degree audit systems. HECC staff convened a small group of community college empowered administrators and registrars to understand the problem and identify solutions. While the HECC has the responsibility to convene and report, HECC does not have the authority or expertise to make determinations on degree audit systems. Community college administrators concluded they will work closely with their registrars to attempt to solve these technical problems and if solvable, share the technical solutions with all 17 Community Colleges.

In response to this type of implementation challenge, HECC has sent an implementation survey to all 24 institutions. The objectives of the survey are to:

- Prompt institutions to identify campus implementation challenges (like technology issues with the degree audit system),
- Identify best practices for implementation,
- Understand who is responsible on each campus for the implementation and success of the CTMs and MTMs,
- Better understand implementation timeline on each campus,
- Start identifying comparable data points for baseline data, and
- Learn what resources each institution is allocating to the implementation of CTMs and MTMs.

Workgroup Design

MTM workgroups were designed to bring together faculty and advisors with disciplinary expertise in order to build consensus around statewide lower division course requirements. In some instances, the workgroup participants are not sufficiently empowered, within their home institution, to negotiate changes to major requirements that would bring requirements into greater alignment. In addition to major requirements changes or exceptions made to general education requirements have a separate and lengthy approval process. The majority of working group participants do not have the authority to change general education requirements. Due to shared governance between faculty and administrators, most empowered administrators do not have authority to make changes or exceptions to general education either. MTM workgroup members are experts in their disciplines, but do not necessarily have expertise in or authority over, institutional general education requirements. One of the barriers to creating common MTMs is variance in general education requirements across the seven public universities. While Core Transfer Maps (CTMs) were intended to help streamline general education credit transfer, CTMs are only a 30-35 credits subset of general education. Therefore, when building an MTM, groups often have to look at additional general education requirements across universities.

Curricular Variance

Courses with the same course number and title do not contain the same content across all community colleges or universities. This leads to situations such as financial accounting in business where Portland Community College students need to take BA 211 (3 credits) and BA 212 (3 credits) to equal BA 211 (4 credits) at Oregon State University to cover all of the same modules. This was a problem for 15 of the 17 community colleges, but after four months of significant HECC staff, faculty, and empowered administrator consensus building the issue is resolved. HB 2998 explicitly states that community colleges and public universities shall develop MTM agreements that “enable a student to transfer from a community college to a public university without the loss of academic credit or the requirement to retake a course at a public university that the student has successfully completed at a community college.”

Where there is agreement about skills and content students must master, there may still be differences in which courses contain those skills and content. This applies to course sequences, especially in the sciences. When the content is organized differently across terms, and students transfer mid-sequence, they may need to retake the entire sequence (this is the case for Biology). A non-sequenced example is that all business programs expect their students to develop skills with Excel, but that content is in a range of different courses.

Departments in the same discipline at different universities do not have a shared vision on what skills students must master by the junior year. Business departments, for example, do not agree on what level of math is necessary for entry to the major or graduation from the university. University of Oregon and Oregon State University's schools of business emphasize financial analysis, which requires calculus. Eastern Oregon University does not have a finance track and therefore does not require calculus.

Capacity

As colleges and universities increasingly rely on adjunct faculty, there are less faculty with the appropriate expertise and availability to do the central work of statewide curriculum alignment. Rural and/or small community colleges are not able to offer all the courses identified in the MTMs due to lack of available faculty and/or low enrollment. A student enrolled at a small college will need to transfer earlier, or enroll in more than one institution, to complete MTM requirements. Also, higher education institutions writ large, and departments specifically, depend on student enrollment and tuition for support.

CONCLUSIONS AND RECOMMENDATIONS

While the HECC, OTAC, and MTM Workgroups have significantly advanced the work of HB 2998, more work is needed. Institutional partners and the HECC need to create a clearer path towards resolving institutional disagreements described in the "Authority" section above. Greater learning outcomes alignment of highly enrolled lower-division courses would solve some of the general education and authority issues outlined in the "Curricular Variance" and "Work Group Design" sections. In order to address the "Process, Data, and Measures of Success" issues, each institution should work to establish their own institutional implementation processes for the commitments they made in the MTM MOUs. All partners should establish greater transparency and accountability measures to ensure student success.

Funding for HECC Staff Work

While the HECC received funding for one full-time, permanent staff member which significantly improved HECC's capacity to continue to serve as a convener and coordinator for the future of this transfer work. The HECC will need additional staff to continue to meet its reporting requirements under HB 2998, namely, the directive that, "[t]o 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." Funding for a research analyst position would enable the HECC to continue to provide high quality reporting, as well as to make data available to support ongoing transfer work.

Creation of a student-facing online transfer portal

Consistent with the last post-secondary student transfer report to the legislature, HECC reiterates the need for a statewide transfer navigation system for students and advisors. Thirty-nine states have such an online database for students to find their way from one institution to another in a given transfer pathway. HECC has advocated for such a statewide system since its report on House Bill 2525 (2015). The creation and maintenance of such a system raises numerous technical and policy questions that must be addressed before HECC or any institution can create and implement it, specifically developing a solution that works across multiple student information systems. This work would also require a nearly unprecedented level of

coordination among Oregon's institutions in addition to sufficient funding to build and maintain. HECC recommends the creation of a technical workgroup made up of registrars, advisors, and IT professionals to evaluate the functional needs and technical requirements for a student-facing transfer portal, and to receive proposals for its creation and implementation.

Core Transfer Maps

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

What are Core Transfer maps?

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

Who are they for?

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

How do they work?

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

What if I already know my major?

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

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Guidance for STEM Students

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



For more information contact an advisor.

General Education Courses at Central Oregon Community College

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

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

SUBJECT

CORE TRANSFER MAP

Course Distribution Requirements

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

Additional Requirements

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

Completed Core Transfer Maps

Total

At least eight courses (at least 30 credits)

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



Major Transfer Maps Elementary Education

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Associate of Arts Oregon Transfer AAOT

What are Major Transfer maps?

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

Who are they for?

A Major Transfer Map is right for you if:

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

How do they work?

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

What if I don't know my major yet?

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

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



Credits will transfer to the following universities:

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

Central Oregon Community College Elementary Education Program

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

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

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

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



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

