



**Oregon
Transfer Compass**
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN
ELEMENTARY EDUCATION

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Elementary Education.



Statewide Transfer Articulation Agreement:

Major Transfer Map in Elementary Education

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e., AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Elementary Education Major Transfer Map (MTM) will use the Associate of Arts Oregon Transfer degree (AAOT-ELEM ED).

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

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

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

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

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

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

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
 - Students should first follow their home institution's internal complaint process (e.g., talk to their academic advisor, academic unit, Registrar, or Provost)
 - The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
 - While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.
5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

¹ Sections of this contract are modified versions of contracts from Colorado and Washington.

Part 2: Limitations

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

- General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

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

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

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The Elementary Education MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to

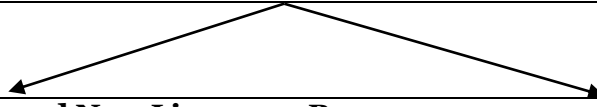
student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses and to learn about professional Elementary Education application processes</i>		
<i>Writing</i>		
1 course	WR121* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4
<i>Arts & Letters</i>		
1 st course	ENG 104, 105, or 106	3-4
2 nd course	Intro to Drawing or Intro to Design	3-4
<i>Social Sciences</i>		
1 st course	HST 201, 202, or 203	3-4
2 nd course	World/Cultural Geography or Cultural Anthropology	3-4
<i>Natural Sciences</i>		
1 st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2 nd course	Earth Sciences w/lab	4-5
<i>Mathematics</i>		
1 course	MTH 211	4-5
<i>***At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
<i>**** Courses must total minimum of 30 credits, can be filled by an elective credit if needed</i>		
Core Transfer Requirement Total		30-35
ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses and to learn about professional elementary education programs and application processes</i>		
Writing	WR 122* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4
Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes <ul style="list-style-type: none"> • Students interested in the WOU 4 Yr. licensure program can also take linguistics • 200-level world languages also recommended 	3-4

3 rd Social Science	American Government	3-4
4 th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3 rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38
EDUCATION COURSES*		
<p><i>* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education. All five courses are required for the MTM. See an advisor for recommended courses and to learn more about professional elementary education programs and application processes</i></p>		
Education Foundations/Introduction to Education		3-4
Child Development/ Learning & Development		3-4
Multicultural Education/Culturally Responsive Pedagogy		3-4
Special Education		3-4
Practicum		3
Section Total		15-19
Grand Total		74-92
ELECTIVES		
Elective courses to reach 90 credits (See recommended electives on page 3)		0-16
MAJOR TRANSFER MAP TOTAL		90-100



4 Yr. Licensure and Non-Licensure Programs					
<i>See an advisor for recommended courses and to learn more about these programs and the application processes</i>					
4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades-4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
SOU requires a 2.75 GPA for entrance and nothing less than a C- in any	All "ED" prefix courses (or courses that sub in for ED prefix courses)	Preference for cumulative GPA of 3.0, exceptions made on a case by	Preference for cumulative GPA of 3.0, exceptions made on a case by	Minimum course grade is a C and GPA requirement is 3.0. Exceptions	Minimum cumulative GPA for admissions consideration is

required course (education or otherwise). Exceptions made on a case by case basis.	must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year.	case basis. Education courses must have a C- or better to transfer.	case basis. Education courses must have a C or better to transfer.	may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students support to help them reach their goals	2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer.
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Recommended Electives

See an advisor for recommended courses and to learn more about these programs and the application processes

4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades- 4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
Recommended: <ul style="list-style-type: none"> • WR 123 • Early Childhood Ed Courses • Children's Literature 	Recommend: <ul style="list-style-type: none"> • Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) • Creative arts for teachers course • LING 210 	Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course • Children's Literature 	Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> • Ethnic Studies • Early Childhood Ed Course • WR 123

¹ OSU College of Education also has a double-degree licensure program. This program requires students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (36 extra credits). This program may take more than four years to complete and some of the required courses differ from the course path on the MTM. Students interested in the Double Degree should seek advising from the OSU College of Education.



Part 5: Signature of Participating Institutions

**Elementary Education Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement**

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on October 18, 2019, and forwarded it for approval by the chief academic officers of Oregon’s public universities offering the Elementary Education degree and the chief academic officer of Oregon’s community colleges (*Note: Signatures are on file at the Higher Education Coordinating Commission*)

Signatures on file:

_____ Eastern Oregon University	Date	_____ Oregon State University	Date
_____ Southern Oregon University	Date	_____ Western Oregon University	Date
_____ University of Oregon	Date	_____ Blue Mountain Community College	Date
_____ Central Oregon Community College	Date	_____ Chemeketa Community College	Date
_____ Clackamas Community College	Date	_____ Clatsop Community College	Date
_____ Columbia Gorge Community College	Date	_____ Klamath Community College	Date
_____ Lane Community College	Date	_____ Linn-Benton Community College	Date
_____ Mt. Hood Community College	Date	_____ Oregon Coast Community College	Date
_____ Portland Community College	Date	_____ Rogue Community College	Date



Southwestern Community College Date

Tillamook Bay Community College Date

Treasure Valley Community College Date

Umpqua Community College Date

Part 6: Elementary Education Major Transfer Map Participants

Group Coordinators:

Public Universities:

Ronda Fritz	Eastern Oregon University
Matthew Nyman	Oregon State University
Rachael Schuetz	Oregon State University-Cascades
Susan Faller	Southern Oregon University
Alison Schmitke	University of Oregon
Angel Dorantes	University of Oregon
Marie LeJeune	Western Oregon University
Kristin Mauro	Western Oregon University

Community Colleges:

Daniel Anderson	Blue Mountain Community College
Dawn Kennison-Kerrigan	Blue Mountain Community College
Angie Cole	Central Oregon Community College
Amy Howell	Central Oregon Community College
Cecelia Monto	Chemeketa Community College
Laurette Scott	Clackamas Community College
Celeste Petersen	Clatsop Community College
Kanoe Bunney	Lane Community College
Christy Stevens	Linn-Benton Community College
Lisa George	Portland Community College
Deborah Murphy	Rogue Community College
Jamie Jennings	Klamath Community College
Susan Bolyard	Treasure Valley Community College
Gwen Soderberg-Chase	Umpqua Community College
Maidie Rosengarden	Southwestern Oregon Community College

Teacher Standards and Practices Commission:

Anthony Rosilez	Executive Director
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Oregon Department of Education:

Holly Dalton	Office of Teaching, Learning, and Assessment
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Higher Education Coordinating Commission Staff:

Kia Sorensen Office of Academic Policy & Authorization
Julia Steinberger Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College
Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association
Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents
Sal Castillo, Director, Institutional Research, Oregon State University
Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University
Carrie Randall, Academic Advisor, Linn-Benton Community College
Frances White, Professor and Department Head, Anthropology, University of Oregon
Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon
Seth Anthony, Associate Professor, Oregon Institution of Technology
Ann Cary, Instructor math, Portland Community College
Blake Hausman, English and Native American Studies Instructor, Portland Community College
Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College
John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College
Susan Faller, Senior Instructor II, Southern Oregon University
Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University
Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University
Kathy Smith, Associate Professor of Math, Central Oregon Community College
Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College
Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College
Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University
Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services
Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University
Linda Samek, Provost, George Fox University
David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College
Patrick Crane, Director, Community Colleges and Workforce Development
Veronica Dujon, Director, Academic Policy and Authorization

NOTES

1. CIP: 13.1202
2. CIP 7 = &
3. Professional Learning Outcomes (PLOs)
 - a. Apply critical thinking to analyze social issues necessary to support the function of public education.
 - b. Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy.
 - c. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.