



**Joint Boards
Articulation Commission**
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October 2006

MEMORANDUM

To: Oregon University System Faculties

From: Joint-Boards Articulation Committee (JBAC)

Subject: **Campus Discussions on General Education and the AAOT**

Thank you for your willingness to participate in these campus discussions about developing State-wide criteria for General Education courses and statements that convey the broad outcomes we desire from this curriculum.

Contained in this packet, you will find draft statements of General Education outcomes and course criteria, which we would like you to review, discuss, and improve upon. These statements are limited to the 6 curricular areas included in the current AA/OT degree as the simplest way to begin development of a general framework for transferable General Education in the state. We understand, however, that there is interest in the possibility of revising the AA/OT to include additional disciplinary areas. If that happens, the relevant statements will be added to this collection.

To facilitate consideration of AA/OT revision, the packet contains some information about this degree. You are welcome to suggest improvements to the AA/OT degree, as well as to the General Education outcomes and criteria statements. Some campuses may choose to address the two topics together. Others may focus solely on the statements. We have included information about both to allow each campus to make that determination.

The drafting of outcomes and criteria statements, and the current campus discussion of them, is part of an unprecedented collaboration at the post-secondary level in Oregon. Community college and university faculty (both public and private) are working together to ensure maximum transferability of foundation course-work, while maintaining rigor and coherence in both General Education and major programs. We would appreciate your thoughts on the structure of the campus discussions and the usefulness of the packet of information provided. We will make changes in both as campuses let us know how best to frame these vital conversations.

The Packet:

- General Education Outcomes and Criteria – **Draft Statements**
- Proposed Steps in the Critical Consideration of Draft Statements
- Background and Intent of the AAOT
- Comparison of current AAOT and OTM requirements
- Suggested agenda for OUS campus discussions
- Excerpt of SB342 that summarizes what we've been asked to do

Packet Material v.02-01-07





General Education Outcomes & Criteria

Draft Statements

The Joint Boards Articulation Commission (JBAC) is working to improve the transferability of lower division General Education throughout the state through a collaboratively-developed framework that is based on commonly agreed-upon learning outcomes and course criteria. Not only would this model improve the transferability of coursework among community colleges and universities, it could strengthen the statewide commitment to General Education without compromising the uniqueness of individual institutions' General Education curricula. Both faculty and students would benefit from such a framework. By adhering to general principles rather than a rigid template, faculty would have the freedom to design General Education courses that take advantage of their individual expertise and that reflect significant new insights. Students would benefit from faculty innovation in the classroom, while retaining assurance of the transferability of their coursework.

The focus of initial efforts has been the development of broad outcomes and criteria statements based on the 6 areas of general education included in Oregon's transferable degrees (AA/OT and AS/OT–Business) and Transfer Module (the OTM).

- The **outcomes statements** are intended to be broad, and to describe the habits of mind, skills, or insight that we want students to acquire as a result of taking courses in a particular area.
- The **criteria statements** are also broad and aim to identify the characteristics of courses within a general disciplinary area that we think have the best chance of producing the desired outcomes for students.

Faculty from Oregon community colleges, public universities and private colleges and universities came together in February and again in April 2006 to write drafts, and we are now inviting input from all faculty, as well as from anyone else who is interested in General Education.

Potential for the Future

Although the impetus for this initiative was a legislative directive ([Senate Bill 342](#), which became law in Spring, 2005), the practical effect of that prompt is greater faculty input into the General Education we offer to transfer students. We now have an opportunity for direct communication among faculty from different institutions that is new and powerful. We think it is the key to sustained educational quality at the college and university level.

Next Steps

CAMPUS DISCUSSIONS ON GENERAL EDUCATION OUTCOMES AND CRITERIA

We are requesting community colleges and OUS institutions to arrange consultative discussions with their faculty on the draft General Education outcomes and criteria statements. The purpose is to provide local campus feedback on these statements for JBAC's consideration. If you wish, questions related to the AAOT may also be addressed and suggestions forwarded to JBAC.

For these meetings, we will assist with the following:

- A packet of materials including a suggested agenda, guiding questions for the discussion, and background materials
- A JBAC representative who will be available to provide background and answer questions, as needed

After choosing a meeting date, please contact Jonathan Jacobs at jonathan_jacobs@ous.edu or 541-346-5725. He will send you the materials and arrange for a JBAC representative to attend on that date, if desired.

Thank you very much for your continued interest and participation in these conversations.

Writing

Outcomes

As a result of taking General Education Writing courses, a student should be able to read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences; use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.

Criteria

These criteria include some that explicitly address the classroom environment of the college-level writing course. Since writing in college develops intellectual as well as technical skills, students should engage the discourse community of the college, a place where writing emerges from inquiry and contributes to the further discussion of ideas. Learning to write in college involves addressing an audience of inquiring minds.

A course in Writing should:

1. Emphasize college-level readings that challenge students and invite them to think through complex ideas.
2. Create a classroom environment that fosters respectful free exchange of ideas.
3. Use guided discussion for students to consider and respond to the ideas of others.
4. Develop the ability to respond in writing to ideas generated by reading and discussion.
5. Require a significant and substantial amount of formal and informal writing.
6. Emphasize writing as a process which contributes to complete, polished texts.
7. Encourage the discovery and use of forms and conventions appropriate to audience needs and rhetorical situations.
8. Encourage self-reflection and analysis of own work.
9. Provide opportunities to offer and respond to comments and critiques on written drafts.
10. Develop skills of editing and revision to craft clear and effective writing.
11. Teach organization, reasoning, style, and conventions in relation to students' purposes and in response to their writing.
12. Engage appropriate technologies in the service of writing and learning.

The draft Outcomes and Criteria statements in Writing were developed by:

Pauline Beard	English	Pacific University
Lynda Bennett	Writing	Blue Mountain Community College
Fred Bennett	Writing	Tillamook Bay Community College
Julie Brown	Writing	Clatsop Community College
Vicki Tolar Burton	Intensive Writing	Oregon State University
John Gage	English	University of Oregon
Carol Harding	Humanities/English	Western Oregon University
Greg Jacob	English	Portland State University
Nancy Knowles	Writing	Eastern Oregon University
James Nystrom	Writing	Mt. Hood Community College
Eva Payne	Writing	Chemeketa Community College
Laura Young	University Colloquium	Southern Oregon University

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 allow people to accomplish goals, respond to the needs of diverse audiences and contexts, and build and manage personal and community relationships.

Criteria

A course in 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 -- including comprehending, interpreting, and critically evaluating communication.
- 4) Instruction and practice in adapting communication for the listener and communication contexts.
- 5) Instruction in the responsibilities of ethical communicators.
- 6) Instruction in the value and consequences of effective communication.

The draft Outcomes and Criteria statements in Speech/Oral Communication were developed by:

Don Asay	Speech/Writing	Treasure Valley Community College
Jon Bouknight	Speech	Central Oregon Community College
Kevin Brown	Communication	Oregon Institute of Technology
April Curtis	Oral Communication	Eastern Oregon University
John Griffith	Physics	Linn-Benton Community College
Bernadette Kapocias	Speech	Southwestern Oregon Community College
Alena Ruggerio	Communication	Southern Oregon University
Jeff Sweeney	Communication	Marylhurst University
Nancy Wendt	Speech	Oregon State University
Doris Werkman	Speech	Portland Community College

Mathematics

Outcomes

As a result of taking General Education Mathematics courses, a student should be able to use mathematics to solve problems. A student should also be able to recognize when mathematics is applicable to a scenario, apply appropriate mathematics in its solution, accurately interpret 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.
- 3) Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
- 4) Choose from a variety of mathematical tools to determine the best method of analysis.
- 5) Analyze and communicate both problems and solutions in ways that are useful to others.
- 6) Use mathematical terminology and notation appropriately and correctly.

The draft Outcomes and Criteria statements in Mathematics were developed by:

Mariah Beck	Math	Umpqua Community College
Janet Brougher	Math	Rogue Community College
Ben Cornelius	Math	Oregon Institute of Technology
Tom Dick	Math	Oregon State University
Phyllis Leonard	Math	Chemeketa Community College
Neal Ninteman	Math	George Fox University
Jeanette Palmiter	Math	Portland State University
Julie Rowland	Math	Concordia University
Hal Sadofsky	Math	University of Oregon
Linda Samek	Math & Education	Corban College
Michael Ward	Math	Western Oregon University
Rena Weber	Math	Treasure Valley Community College
Jim Whittaker	Math	Blue Mountain Community College

Arts & Letters

Outcomes

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

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

'Arts and Letters' refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.

Criteria

A course in Arts & Letters should:

- 1) Provide grounding in theory THAT informs application and practice of the discipline.
- 2) Elicit analytical and critical responses to historical and/or cultural artifacts, including literature, music, visual and performing arts.
- 3) Actively explore conventions and techniques of significant forms of human expression.
- 4) Place the discipline in historical and cultural context, and demonstrate its relationship with other areas.

Each course should also do at least one of the following:

- 5a) Foster creative individual expression with analysis, synthesis, and critical evaluation, or
- 5b) Compare/contrast attitudes and values of specific eras or world cultures, or
- 5c) Introduce and apply established ethical traditions as a tool for resolving ethical dilemmas.

The draft Outcomes and Criteria statements in Arts & Letters were developed by:

Susan Agre-Kippenhan	Art	Portland State University
Barbara Altmann	Romance Languages	University of Oregon
Nia Bauer	Arts & Letters	Umpqua Community College
Nora Brodnicki	Arts & Letters	Clackamas Community College
Liz Charman	Art	Portland State University
Simeon Dreyfuss	Liberal Arts	Marylhurst University
Fredna Grimland	Music	Southern Oregon University
Gerd Horten	History	Concordia University
Robert Rodger	Arts & Letters	Klamath Community College
Florence Sage	Arts & Letters	Clatsop Community College
Diane Tarter	Creative Arts	Western Oregon University
Verne Underwood	Arts & Letters	Rogue Community College
Donald Wolfe	Arts & Letters	Eastern Oregon University

Social Science

Outcomes

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

1. Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior
2. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

Criteria

A course in Social Sciences should be broad in scope. Courses may focus on specialized subjects; however, there must be substantial course content locating the subject in the broader context of the discipline. Approved courses will provide:

1. An understanding of the structures and processes of social institutions and individual behavior as part of social interaction.
2. Perspectives on the evolution of theories and concepts utilized in the discipline.
3. A presentation of basic methods of inquiry in the discipline, including limitations and understanding of the distinction between normative and empirical analysis.
4. Information literacy in the discipline (the ability to critically analyze, synthesize and evaluate various forms of information).
5. Understanding of the diversity of human experience and thought, individually and collectively.
6. An opportunity for students to apply course knowledge and skills to their personal, social or professional lives.

The draft Outcomes and Criteria statements in Social Science were developed by:

Deborah Baumgold	Political Science	University of Oregon
Michael Bollenbaugh	Arts & Sciences	Northwest Christian College
Sheila Broderick	Social Science	Lane Community College
Tom Carroll	Social Science	Central Oregon Community College
Stephanie Cram	Social Science	Mt. Hood Community College
Darci Dance	Psychology	Linn-Benton Community College
Jeff Dense	Political Science	Eastern Oregon University
Leo Dubray	Humanities & Social Sciences	Oregon Institute of Technology
Dan Rubenson	Economics	Southern Oregon University
Patty Scott	Social Science	Southwestern Oregon Community College
Richard White	Urban Studies & Planning	Portland State University

Science, Computer Science, Math

Outcomes

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

1. Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
2. Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further questions confidently, creatively, and joyfully.

Criteria

A course in Science/Computer Science/Math should:

1. Require students to apply scientific/mathematical knowledge and skills, and reason from evidence to solve problems.
2. Demonstrate interrelationships or connections with other subject areas.
3. Examine the fundamental concepts and theories in physical and biological sciences, mathematics, and/or computer science.
4. Engage students in gathering, reading, comprehending, and communicating scientific and/or technical information.
5. Use scientific, mathematical, or computer science approaches to develop critical, analytical thinking that includes synthesis, evaluation and creative insight.
6. Develop understanding of mathematical reasoning and/or the process of science through collaborative, hands-on, real-life, and/or laboratory applications.
7. Science courses shall provide scientific tools to evaluate the interactions of science with society and environment.
8. Science courses shall examine the development, limitations, and value of scientific methods, models and theories.
9. Laboratory courses in the biological or physical sciences shall provide examples of how scientific theories develop through confrontation of theory with experiment or observation.
10. Courses in computer science shall engage students in the design of algorithms and their translation into computer programs that solve problems related to science or other areas of human endeavor.

(These criteria are designed to mesh with the current Associate of Arts/Oregon Transfer Degree, which requires a minimum of fifteen credits in Science/Math/Computer Science including three laboratory courses of at least twelve credits in the biological or physical sciences.)

The draft Outcomes and Criteria statements in Science, Computer Science, and Math were developed by:

Linda Anderson	Computer Science	Clackamas Community College
Bill Becker	Science Ed Ctr	Portland State University
Kendra Cawley	Biological Science	Portland Community College
Lonnie Guralnick	Natural Sciences	Western Oregon University
Robert Kovacich	Chemistry	Columbia Gorge Community College
Scott MacDonald	Zoology	Oregon Coast Community College
Catherine Otto	Science/Computing	Oregon Institute of Technology
Don Powers	Biology	George Fox University
Cynthia Prentice-Craver	Life Science	Chemeketa Community College
Molly Shor	Computer Science	Oregon State University
Davison Soper	Physics	University of Oregon
Sarah Ulerick	Environmental Science	Lane Community College



Proposed Steps in the Critical Consideration of Draft statements of General Education Outcomes and Course Criteria

1. Informal comment on draft statements via the JBAC website

(<http://www.ous.edu/aca/forums.html>): *May – August, 2006*

Draft statements for each area of the existing AA/OT are posted and links connect each area to a public forum.

2. Discussion of draft statements on all community college and OUS campuses:

Fall 2006 – Winter 2007.

Campus leaders will collaborate with JBAC members to organize these discussions and encourage participation by faculty in the disciplines. If schools in the same geographic area wish to hold joint meetings, that's fine. The important thing is to encourage vigorous critique of the statements in a manner that is compatible with local campus culture.

3. Feed-back from campus discussions collected by JBAC: *Fall 2006 – Winter 2007*

(March 30, 2007 deadline)

Feedback from all community college and OUS campuses will be collected by JBAC and analyzed to determine the extent of revision that may be required. A summary of feed-back to date, and an opportunity for further discussion, will be presented at the Student Success Meeting, February, 2007.

4. Feedback returned to faculty committees for consideration:

Spring 2007.

The faculty committees that drafted the original statements will review the collected feed-back from all institutions, decide what revision is needed, and recommend specific changes.

5. Statements will be returned to the campuses for approval:

Spring-Fall 2007

After review by the faculty committees, statements will be returned to campuses for final consideration. At this point, we hope for agreement and approval through normal curricular review channels, but we also want candid assessment. Therefore, if there is substantial disagreement, JBAC will try to resolve it by consulting directly with faculty who hold different points of view. If this approach does not yield substantial agreement among the parties, JBAC will consult the Inter-institutional Faculty Senate, the Council of Instructional Administrators, and the Provosts' Council to arrive at an acceptable compromise.

6. Adoption of statements by the Joint Boards of Education and Higher Education:

Fall 2007

After campus agreement and approval, the statements will be brought to the Joint Boards of Education and Higher Education for adoption statewide. We anticipate this stage occurring during Fall 2007, but it may occur later if extensive campus discussion and review is required in Step 5.

7. Application of outcomes and criteria: Ongoing, after adoption

The purpose of formulating these statements is to create a commonly-understood conceptual framework, within which faculty from colleges and universities can make decisions about the transferability of General Education coursework. We envision a system in which cross-sector faculty groups, much like the ones that provided the first drafts for review, would assemble periodically to make these decisions for courses that are intended to be freely transferable.



Background and Intent of the AA/OT

The AA/OT (Associate of Arts/Oregon Transfer) degree was created in the late 1980s, through collaboration between Oregon community college faculty and OUS faculty, to ease and standardize the transfer process for students moving from community college to an OUS institution. Due to the popularity of the AA/OT and the complexity of communication among all public post-secondary institutions, JBAC has, on occasion, clarified the original intent of the AA/OT.

In brief, that intent was to:

- Meet lower division General Education requirements for baccalaureate degrees at all OUS institutions. The AA/OT degree came with the guarantee that all General Education credits earned toward it would be accepted in fulfillment of the corresponding General Education requirements at the receiving institutions. The degree was designed as a total package that was not to be “unwrapped.”
- Enable students to meet lower-division requirements of some majors by using specified courses to fulfill AA/OT General Education requirements. The AA/OT degree was not intended to guarantee completion of all of the lower-division coursework for a major, or for meeting an institution’s particular baccalaureate requirements, however. Students were advised to work closely with an academic adviser in choosing courses that count toward the AA/OT and also serve as pre-requisites for a major.
- Provide the recipient with junior standing for registration purposes.

While it has been a successful tool for many students, use of the AA/OT over the last ~15 years has revealed some shortcomings. Concerns raised about the degree include the following:

- Faculty and academic advisers recognize that the AA/OT does not articulate well with many academic majors such as engineering, natural and physical sciences, and fine and performing arts. Students contemplating these majors cannot easily accommodate their highly-specific pre-requisite coursework into the AA/OT framework. In general, an AA/OT recipient who is pursuing any major that is credit-heavy at the lower division, will earn far more elective credit than is necessary for a bachelor’s degree. Moreover, when the student transfers, he or she may still lack some coursework that is specifically required for the major.
- Although the AA/OT grants junior standing for registration purposes, it does not give students junior standing in their majors. Neither does it guarantee entrance into a competitive major. The distinction between the guarantees for General Education credit and for advancement in a major is not widely understood. As a result, students and parents have had unrealistic expectations of the AA/OT, and have been frustrated when these were not met.
- Since urging some students to complete the AA/OT may be in conflict with their educational goals, it is likely that universal completion is not desirable and should not be institutionally rewarded. Thus, it would be useful to find alternative measures for evaluating community college effectiveness.
- No two community colleges in Oregon have AA/OT degrees that are exactly alike. Campus differences are most noticeable in whether or not sequenced courses are required.

Given these concerns and the current focus on the purpose of General Education, it seems an appropriate time to re-examine the AA/OT degree. How are students using the degree now? Does it serve its original purpose? Is that purpose still relevant? It is expected that the Council of Instructional Administrators and the Provosts’ Council will discuss the possibility of revising the AA/OT at their upcoming joint meeting. JBAC will channel feedback from all of the campus discussions to those two Councils.



Comparison of Current AAOT and OTM Requirements

Associate of Arts Oregon Transfer Degree Guidelines

Revised on January 18, 2002, by action of the Joint Boards.

Any student who holds an Oregon community college Associate of Arts Oregon Transfer degree that conforms to the guidelines set forth below and who transfers to any institution in the Oregon University System will have met the lower division general education requirements of that institution's baccalaureate degree programs. Course, class standing, or GPA requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts degree. Students transferring under this agreement will have junior standing for registration purposes.

Every Oregon community college, as well as the Oregon Institute of Technology, offers an Associate of Arts/Oregon Transfer degree that meets these broad guidelines.

GUIDELINES

A minimum of 90 credits will be required for the degree, and of these, at least 55 will conform to the general education and distribution requirements listed below. (All credit references are based on quarter credits.)

GENERAL REQUIREMENTS

- ▶ *Writing*: A minimum of eight credits of college transfer writing courses, with a grade of "C" or better in each course. Designated courses are WR 121, 122, 123 or 227.
- ▶ *Mathematics*: Four credits of college level mathematics, for which at least Intermediate Algebra is a prerequisite, with a grade of "C" or better.
- ▶ *Communication/Rhetoric*: Three credits of a fundamentals of speech or communication course with a grade of "C" or better.

DISTRIBUTION REQUIREMENTS

- ▶ *Arts and Letters*: A minimum of ten credits, chosen from at least two disciplines.
- ▶ *Social Sciences*: A minimum of fifteen credits, chosen from at least two disciplines.
- ▶ *Science/Math/Computer Science*: A minimum of fifteen credits including three laboratory courses of at least twelve credits in the biological or physical sciences.

Oregon Transfer Module Guidelines

Adopted by Joint Boards of Education February 3, 2005

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

FOUNDATIONAL SKILLS

- ▶ *Writing*: Two courses of college-level composition.
- ▶ *Oral Communication*: One course of fundamentals of speech or communication.
- ▶ *Mathematics*: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

INTRODUCTION TO DISCIPLINES

- ▶ *Arts and Letters*: Three courses.
- ▶ *Social Sciences*: Three courses.
- ▶ *Science/Math/Computer Science*: Three courses, including at least one biological or physical science with a lab.



Comparison of Current AAOT and OTM Requirements

Associate of Arts Oregon Transfer Degree Guidelines

ELECTIVES

Electives will comprise about thirty five credits, depending on the student's selection of courses to meet the requirements above.

Effective Fall term, 1998, WR 115 may be included in the Associate of Arts Oregon Transfer degree as an elective providing that the WR 115 course at the community college has been approved by the Department of Community Colleges and Workforce Development. (For a list of approved WR115 courses, click here.)

Effective Fall term, 1998, community colleges may grant Associate of Arts Oregon Transfer degrees that include up to 12 professional technical credits as electives.

Community colleges shall identify and publicize those professional technical credits available on its campus which are appropriate for inclusion in the Associate of Arts Oregon Transfer degree.

NOTES AND CLARIFICATIONS

[The following notes are not intended to be part of the actual "Guidelines" (above), but rather serve to clarify some aspects thereof. As such, they are attached to these "Guidelines" as reference material for participating institutions.]

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

The "General Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of proficiency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

Courses used to meet the "Distribution Requirements" must be at least 3 credits each.

Computer courses used in the Math/Science/Computer Science area must meet the inter-segmental

Computer Science chairs group criteria for a science course. This includes CS 120, 121, 122, 161, 162, 171, 260, and 271 from the list of commonly numbered courses.

In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language.

Oregon Transfer Module Guidelines

ELECTIVES

► As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.
2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.
3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (<http://cs.bmcc.cc.or.us/occc/>).
4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.
5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.
6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

Outline for OUS Campus Discussion of Draft General Education Statements and Revision of the AAOT Degree

1. Topics

a. Draft statements of General Education outcomes and course criteria. The statements to be discussed correspond to the 6 disciplinary areas currently included in Oregon's two transferable degrees (AA/OT and AS/OT-Business) and the Oregon Transfer Module (OTM):

- Writing
- Speech/Oral Communication
- Mathematics
- Arts & Letters
- Social Science
- Science/Computer Science/Math

b. Revision of the AA/OT degree. OUS campuses that do not offer this degree may decide to omit this topic.

2. Format for campus discussions

a. Format variation is encouraged. These discussions will be most effective if designed in accordance with local campus culture so as to give the maximum opportunity for broad faculty participation. This may require more than a single meeting and organization by individual discipline may be appropriate.

b. Optional JBAC participation. If you wish, a JBAC member will be happy to participate in the discussion on your campus – not as the discussion leader, but as an interested observer who can provide background information and a statewide context for the local discussion.

c. Questions to guide the discussion. JBAC has suggested the questions listed below, but you are welcome to pose your own. All feedback, whether in response to these questions or not, will be welcome.

Questions about draft statements in each area

- 1. Does this outcome statement, in general, describe what students know and do as a result of successfully completing work in this curricular area?*
- 2. Are these outcome statements compatible with your expectations of the achievements of students who transfer to your institution with two-year degrees?*
- 3. Do these criteria for courses meet the intent of the outcomes?*

Questions about AA/OT Effectiveness (OUS optional)

- 4. Could the AA/OT be made a more effective transfer tool?*
- 5. When you look at the general education outcome statements together, what, if anything, is missing? What else should an AA degree-holder know and be able to do as a result of his or her General Education?*

3. Post-discussion follow-up: Please collect all comments, in electronic form, if possible, and send them to JBAC (via Jonathan Jacobs) for compilation and inclusion in the next step of the process:

Jonathan Jacobs, Administrative Assistant, Oregon University System
jonathan_jacobs@ous.edu 541.346.5725

73rd OREGON LEGISLATIVE ASSEMBLY--2005 Regular Session
Senate Bill 342 (Enrolled)

SECTION 1.2 (excerpt)

In continuing to provide and improve upon an effective articulation and transfer framework for students in Oregon's post-secondary sectors, community colleges and state institutions of higher education shall:

- (a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;
 - (b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;
 - (c) Develop an outcome-based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;
 - (d) Develop a seamless transfer of credits for all level 100 and 200 general education courses;
 - (e) Implement a statewide course applicability system that permits students and advisers to query and view online credit transfer options and conduct online degree auditing;
 - (f) Develop uniform standards for awarding college credit for advanced placement test scores; and
 - (g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.
- (3) In addition to the requirements of subsection (2) of this section, community colleges and state institutions of higher education may also implement other measures to create an effective articulation and transfer framework for students.