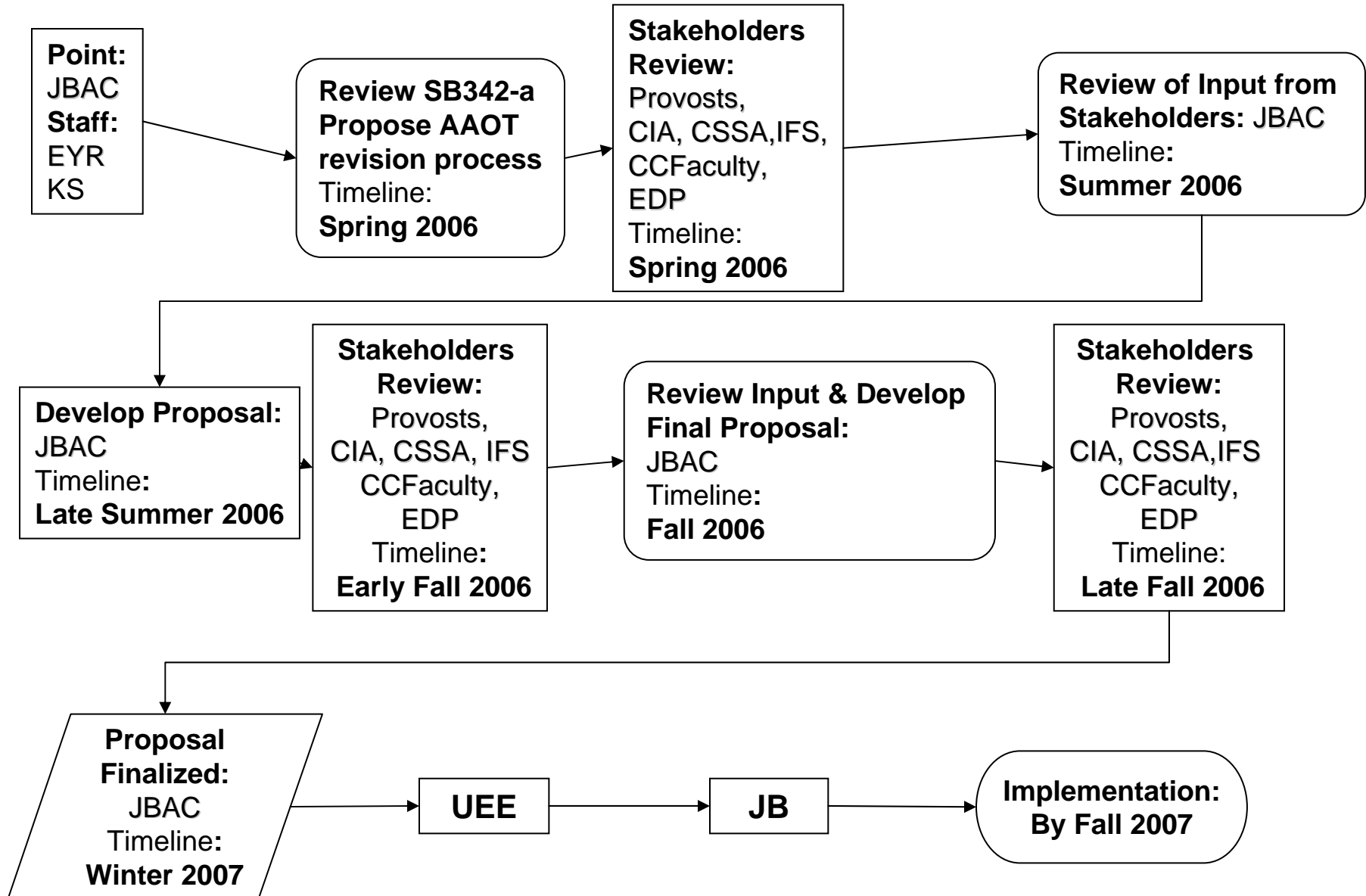


## SB 342-a AAOT Revision

**Goal:** Align the AAOT with the OTM and align CC AAOT so that they accept each others



## AAOT AND OTM

- First, the AA/OT and OTM should be aligned with respect to lower limits on course grades and GPAs. The AA/OT does not specify minimum grades for all courses, but it does require a “C-“ or better in some of them (writing, mathematics, and communication/ rhetoric). In contrast, all courses applied to the OTM must be passed with a grade of “C-” or better. An additional issue that needs to be addressed is whether a minimum cumulative GPA should be specified for the AA/OT. The current statewide AA/OT agreement does not do this, but an examination of OUS entrance requirements reveals that the minimum GPA for an Associate’s degree ( “C-”) is insufficient for transfer admission. Specifically, the minimum GPAs required for OUS entrance by AA/OT students vary from 2.0 at OSU, PSU, SOU, and WOU to 2.25 at EOU, OIT and UO. Thus, students who earn an AA/OT with a cumulative GPA that is adequate for an Associate’s degree may not be admissible to OUS institutions. Clearly, statewide discussions are needed to explore GPA standards for the AA/OT.

## AAOT AND OTM

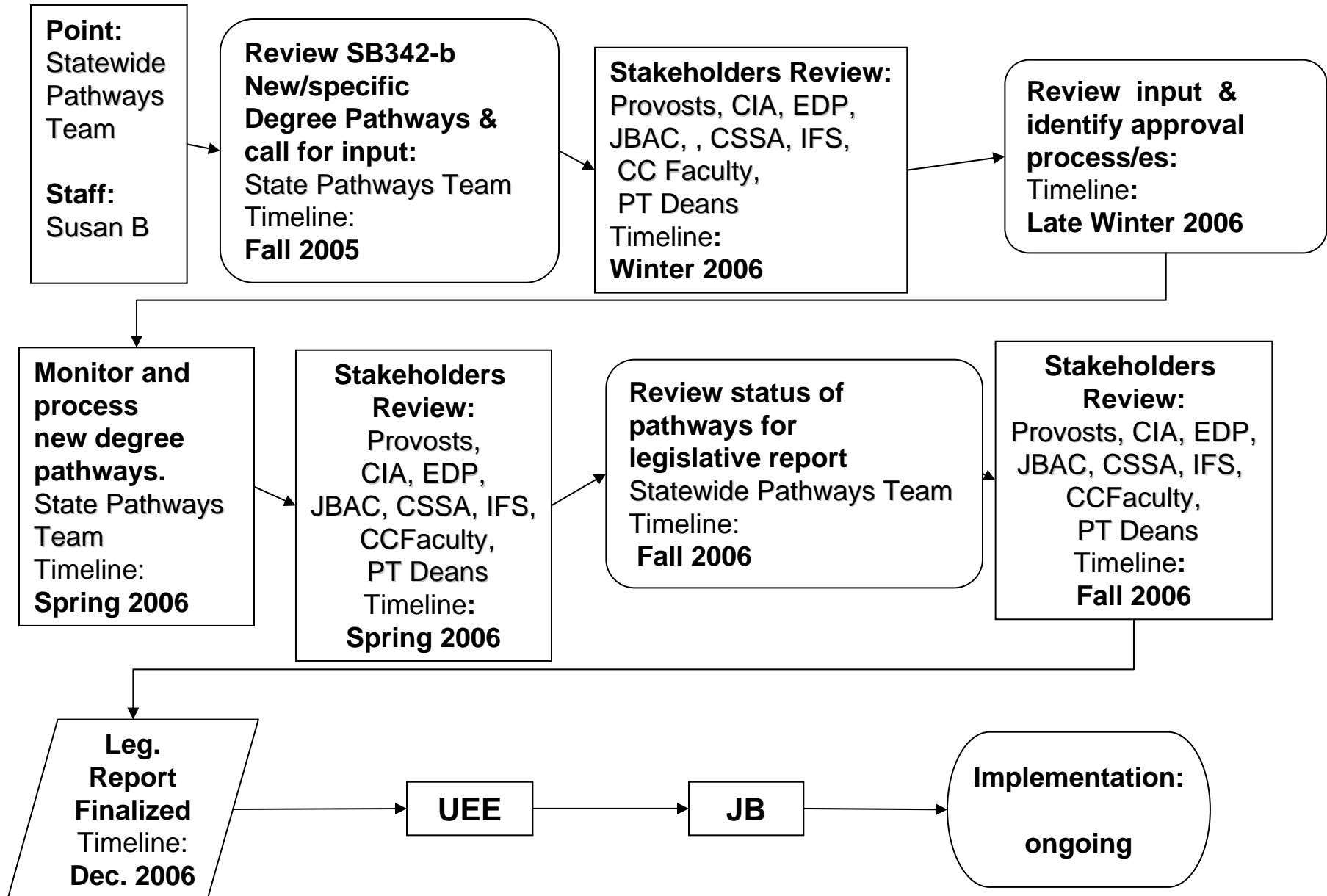
- Second, AA/OT-OTM congruence is needed in the explanatory notes that accompany these curricula and that are intended for students and advisors. The OTM text explicitly emphasizes the need for careful advising in science and mathematics, where specific subjects or lab courses may be required for later work in the major. Lane and the UO support the addition of a comparable note to the AA/OT: careful advising is crucial for ease of transfer in all majors.

## AAOT AND OTM

- Third, the OTM general education requirements are expressed in terms of the number of courses, rather than the number of credits. Shifting the AA/OT general education requirements from credits to courses would make the AA/OT comparable to the OTM, and would be a logical transitional step toward an outcomes-based framework. This shift would also facilitate lateral transfer among community colleges for the increasing numbers of students who exercise that option among institutions with 3-credit and 4-credit courses.
- **Community College Initiative:** Community Colleges may be interested in additional revision that would align the AA/OTs from different colleges. That work could be initiated by the colleges themselves and proceed in parallel with the JBAC-initiated revisions. When the community colleges have developed a specific proposal for revision, it would come to JBAC, as well as the CIA/PC, for consideration

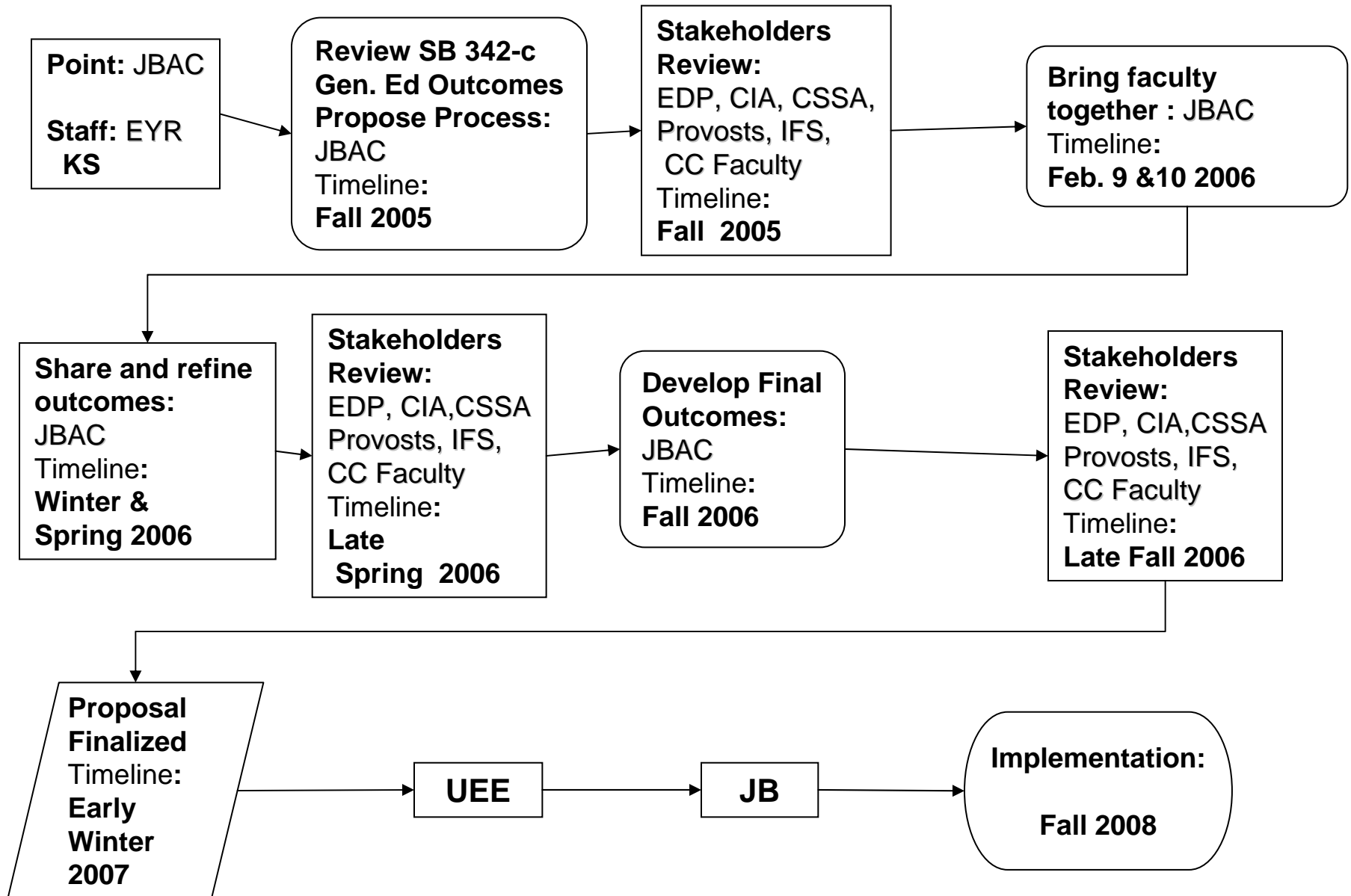
## SB 342-b Pathways

**Goal:** Identify and articulate high demand areas career pathways that work throughout the state



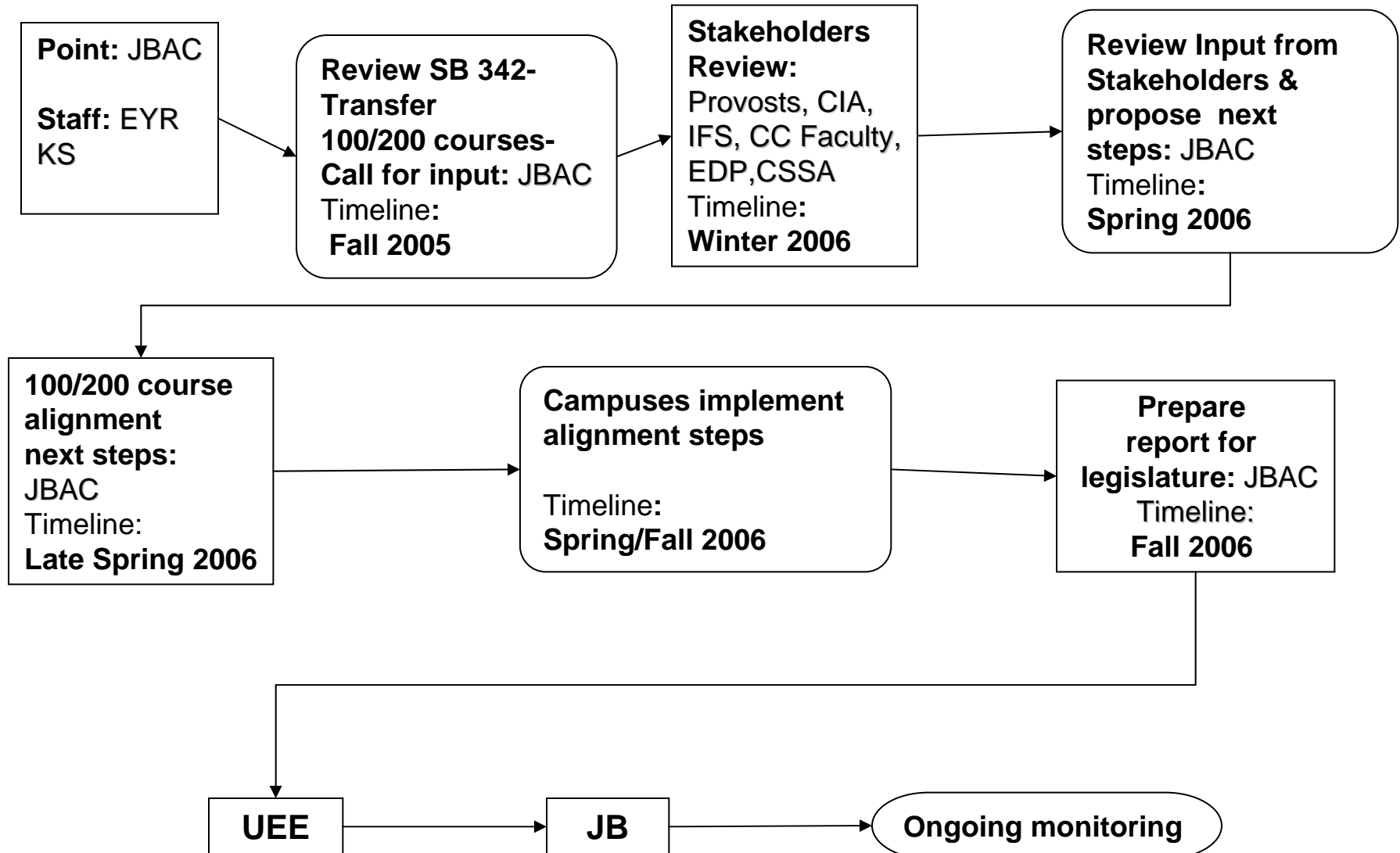
**SB 342 – Outcome Based Gen. Ed.**

**Goal:** Identify the outcomes for the 5 major areas of the OTM/AAOT.



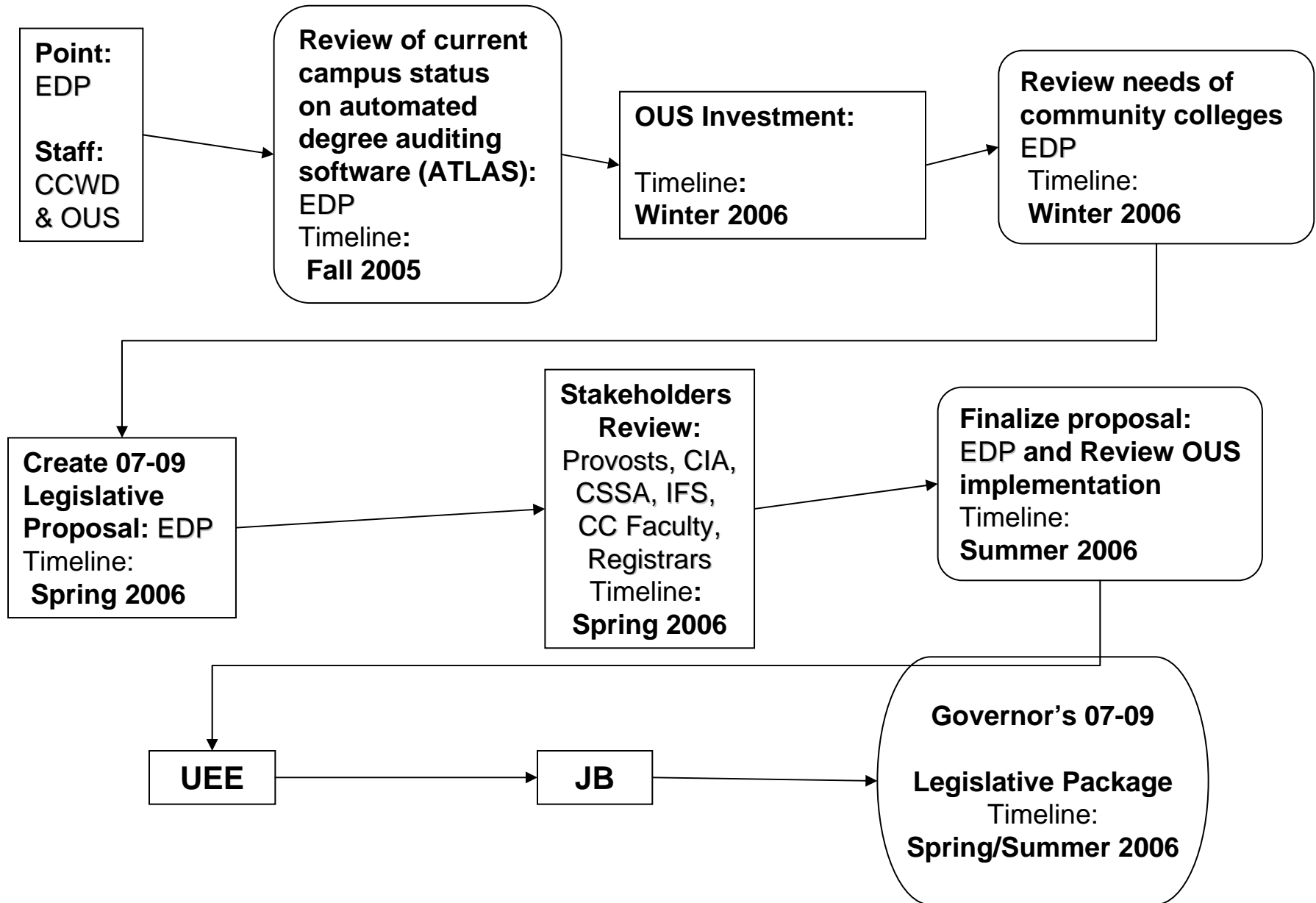
## **SB 342- Transfer of 100/200**

Goal: Identify the methods to be used to ensure a seamless transfer of credits for all level 100 and 200 general education courses.



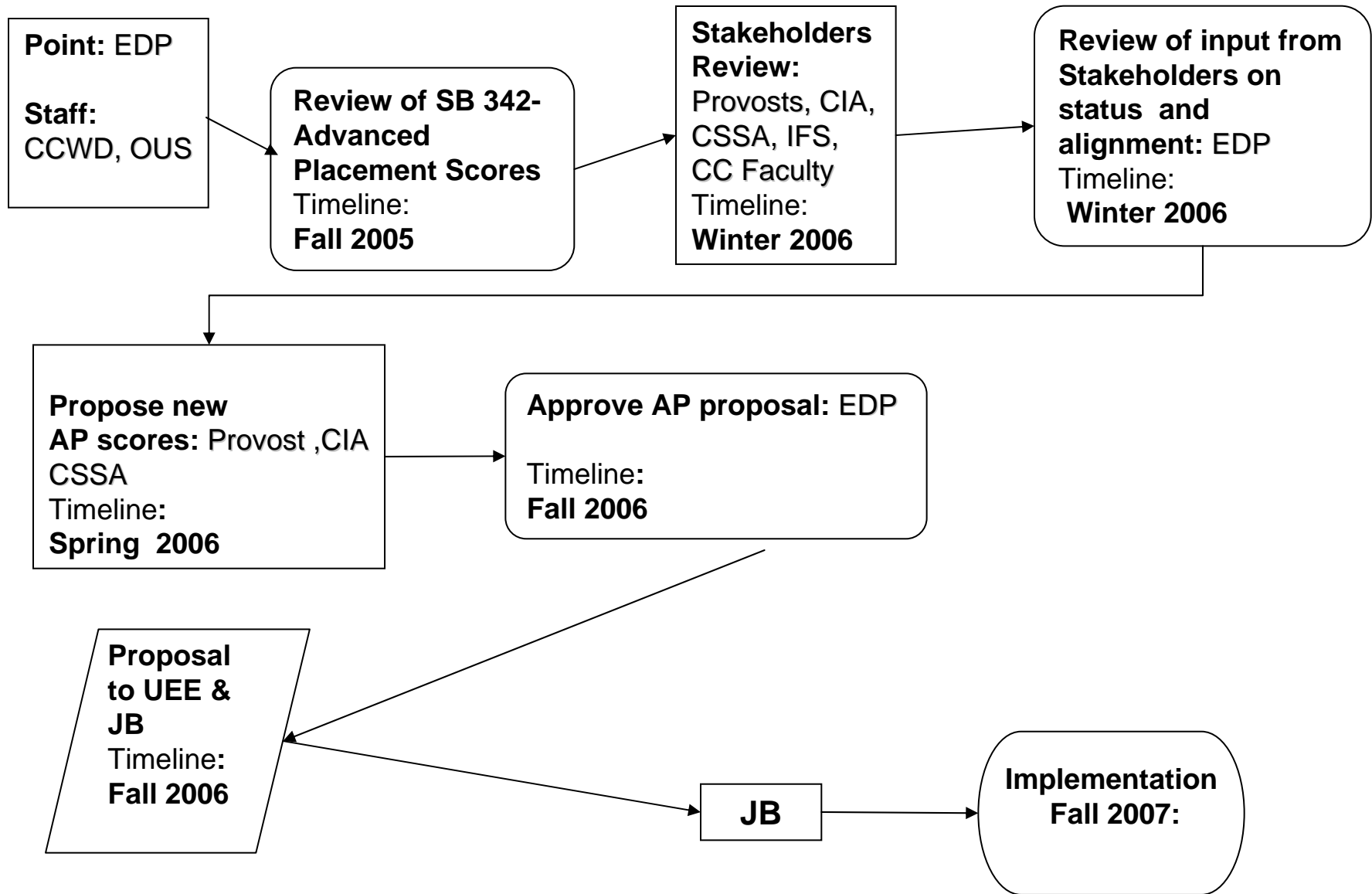
## **SB 342- ATLAS**

**Goal:** Implement ATLAS for all public post secondary institutions.



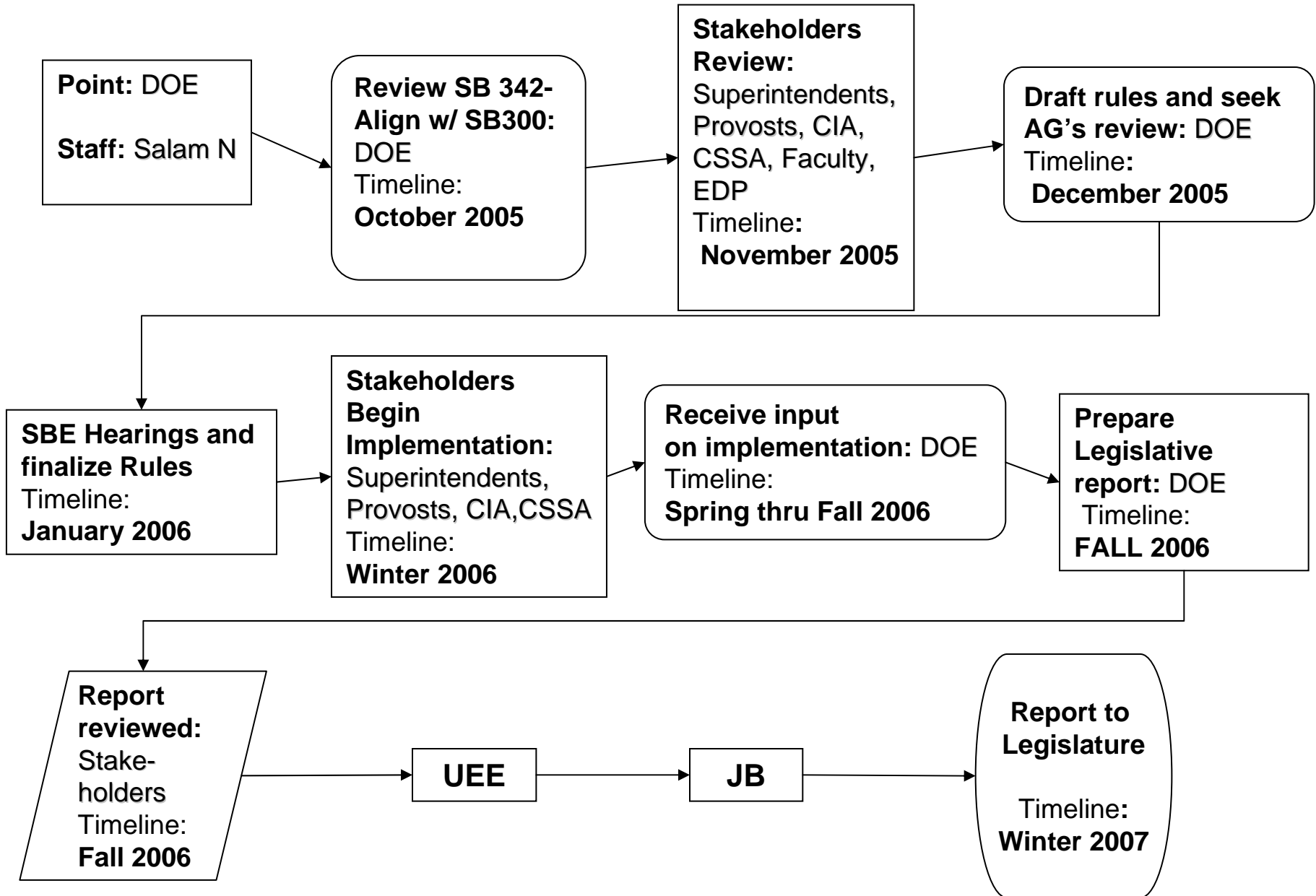
## **SB 342-Advanced Placement**

**Goal:** OUS and CC agree to the same AP cutoff scores and credits



## SB 342- Expand Early College programs

Goal: Identify a statewide postsecondary program for acceleration



## Oregon Transfer Module Implementation

Goal: Implement the OTM and monitor for effectiveness

