CORE 42

MOTRANSFER
GUARANTEED

Missouri Higher Education
Core Transfer Curriculum

Missouri Higher Education Core Curriculum Transfer Act

The Missouri Higher Education Core Transfer Curriculum is a recommended lower-division core curriculum of forty-two semester credit hours intended to facilitate student transfer among Missouri's public institutions of higher education. All public colleges and universities have adopted the Core Transfer Curriculum, which is commonly known as CORE 42.

CORE 42 is a statewide general education course of study intended to ensure that all graduates possess a common core of college-level skills and knowledge. CORE 42 specifies the basic competencies and knowledge areas that all students completing degrees at a Missouri public institution of higher education must complete. CORE 42 is comprised of dozens of courses distributed across five knowledge areas. These courses are designated with a Missouri Transfer (MOTR) course number, which guarantees the one-to-one transfer of these courses among all Missouri public institutions of higher education.

Types of Transfer

1. Students who complete the Associate of Arts degree at a Missouri community college and transfers to a Missouri public university shall have completed all lower-division general education requirements at the receiving institution. Students shall receive full credit, including any prerequisites or requirements in the major, for all MOTR courses transferred. The receiving institution cannot require the student take any additional lower-division general education courses. The student may, however, have to take additional lower-division courses to fulfill program or institutional requirements.

2. Students who complete the CORE 42 at any public institution shall be considered as having completed all lower-division general education requirements at a receiving institution. Students shall receive full credit, including any prerequisites or requirements in the major, for all MOTR courses transferred. The receiving institution cannot require the student take any additional lower-division general education courses. The student may, however, have to take additional lower-division courses to fulfill program or institutional requirements.

3. Students who do not complete either the Associate of Arts or the CORE 42 shall receive credit at a receiving institution for each MOTR course completed at a sending institution. Students shall receive full credit, including any prerequisites or requirements in the major, for all MOTR courses transferred. After receiving credit for MOTR courses, the student shall complete the CORE 42 at the receiving institution.

CORE 42

Content, Component Areas, and Objectives

General education is the curricular foundation of Missouri institutions of higher learning. It equips students with the intellectual tools, knowledge, and creative capabilities to engage in today's globally interconnected and rapidly changing world. Regardless of major, career plans, or personal goals, all Missouri graduates should excel in the essential skills of oral and written communication, critical thinking, information management and quantitative and qualitative analysis. Through general education, Missouri institutions foster student success in their specialized areas of study and toward rewarding lives as educated persons, active citizens, and effective contributors to their own prosperity and to the general welfare of the world in which they live.

The framework for Missouri's CORE 42 is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. The basic competencies are achieved through completion of the CORE 42 in its entirety.

CORE 42: Basic Competencies

Valuing

Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

Managing Information

Managing Information is ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. Through the effective management of information, students should be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

Communicating

Communicating, defined within the context of the Core 42 framework, is the ability to communicate effectively through oral, written, and digital channels using the English language and other symbol systems. Students should be able to communicate with thoughtfulness, clarity, and coherence; read and listen critically; and select and effectively use channels appropriate to the audience and message.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral communication focuses on how people engage in symbolic activity within and across various contexts. Oral communication takes many forms and may focus on developing meaning and understanding; increasing knowledge; enacting change; solving problems; and developing, maintaining, and transforming relationships; among other goals and outcomes.

Higher Order Thinking

Higher Order Thinking is the development of students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and demonstrate the ability to reflect upon and refine those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking is transdisciplinary, and success in all disciplines requires habits of inquiry and analysis that share common attributes. Successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

Quantitative Literacy (QL) is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Objectives: Valuing

After completing the CORE 42, students shall demonstrate the ability to
- develop and understand the moral and ethical values of a diverse society;
- develop the ability to analyze the ethical implications of actions and decisions;
- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.

- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

Objectives: Managing Information

After completing the CORE 42, students shall demonstrate the ability to
- locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.
- access and generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

Objectives: Communicating

After completing the CORE 42, students shall demonstrate the ability to
- analyze and evaluate their own and others' speaking and writing.
- conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- develop written work employing correct syntax, usage, grammar, and mechanics appropriate to one's audience and purpose.
- communicate effectively by engaging in symbolic activities relevant and appropriate to various purposes, audiences, relationships, groups, and contexts.

Objectives: Higher Order Thinking

After completing the CORE 42, students shall demonstrate the ability to
- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.
- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

CORE 42 Frequently Asked Questions

Below are questions and concerns MDHE staff has frequently heard regarding the CORE 42. By no means is this an exhaustive list of questions, and neither are the answers the last word on the subject. More questions will arise as the CORE 42 is implemented. We'll do our best to address your concerns, but many of these questions will be decided through conversations within the larger academic community.

1. ## What is the CORE 42?

   The Core Curriculum (Core 42) is a framework for general education based upon a statement of the content, component (Knowledge Areas), and objectives of the core curriculum and included courses, and which all Missouri public higher education institutions have agreed to adopt. Upon a student's successful completion of the CORE 42 at any community college or public institution of higher education, that block of courses will be transferred to any other public institution of higher education in the state and shall be substituted for the receiving institution's general education requirement. Institution registrars will develop a process for clearly identifying on a student's transcript when they have completed the CORE 42. Students will receive credit for having completed the general education requirement at the sending institution and will not be required to take any additional lower-division general education courses at the receiving institution.

   For students who transfer before completing CORE 42 curriculum at the sending institution, they shall receive credit from the receiving institution for each of the courses identified as part of the CORE 42 (identified with "MOTR" prefix). The credit received for any individual course with a MOTR prefix shall not only fulfill the specific discipline-area within the CORE 42 framework, but will also fulfill any other requirements or pre-requisites that the course satisfies. For example, if a student were to take a psychology course with a MOTR prefix at the sending institution that also fulfills a major or pre-requisite requirement at the receiving institution, the sending institution's course will also meet those same requirements.

2. ## How was the CORE 42 developed?

   SB 997 directed the Coordinating Board for Higher Education do develop a core curriculum with the assistance of an advisory committee comprised primarily of faculty. The Core Curriculum Advisory Committee (CCAC) included representatives from each public college and university.

The CCAC and MDHE staff developed a framework for the CORE 42 and identified courses to be considered as part of the core curriculum. Faculty Discipline Groups (FDGs), comprised of faculty from specific disciplines, reviewed course descriptions from each institution to determine which courses met the objectives of the CORE 42 course.

Throughout the process, the CCAC and MDHE staff engaged other faculty, chief academic officers, registrars and transfer coordinators, and chief executive officers.

3. Do Honors courses transfer?

Honors courses should transfer and fulfill requirements of the CORE 42. The decision to accept an Honors course as an Honors course will be at the discretion of the receiving institution.

4. SB 997 refers to "native" students and students enrolled in professional degree programs, both of whom are exempt from the provisions of the CORE 42. How will that work?

Native students are defined as students who have enrolled and attended only one institution and do not intend to transfer to another institution. For purposes of the CORE 42, students who earned dual credit while in high school will be considered native students. Per SB 997, the provisions of CORE 42 do not apply to native students.

Because of licensure or accreditation constraints, professional degree programs often have specific general education requirements. Students enrolled in such programs will take the recommended curriculum for their area of study.

As the CORE 42 is implemented, MDHE staff and the CCAC will work to develop clear pathways for students, including those enrolled in professional programs.

5. What does "at least 42 credit hours" mean?

As many of the courses included in the CORE 42 Framework are of varying credit hours lengths, it is nearly impossible to develop a course outline where the credits obtained equal exactly 42 credit hours. The "forty-two credit hour block" referred to in SB 997 is taken directly from the department's previous transfer policy that has been in effect since the mid-1990s. The previous policy did not delineate specific courses to be included in the framework, resulting in an infinite number of courses students could use to fulfill the requirements. By requiring the department to identify specific courses for equivalence, it created an additional task for managing courses of varying credit hour length (e.g. foreign language and sciences). The spirit of the law is to facilitate the seamless transfer of general education between institutions and reducing the need for students to "retake" coursework already completed at the sending institution.

6. What about students caught in the pipeline or the transitional phase of the core curriculum?

Credits accepted in transfer before August 1, 2018, will be determined by the receiving institution. Credits accepted August 1, 2018 and after will fall under the Core Curriculum Transfer Act.

7. **How are specific institutional requirements such as a PE credit requirement or an International credit requirement handled with the core curriculum?**
   Specific institutional requirements are not included in the core curriculum. The only way specific institutional requirements would be able to be included in the core curriculum is if a class in the MTOR course library would work for the requirement.

8. **How will appeals or disputes be handled?**
   The Committee on Transfer and Articulation is currently developing a detailed process for appeals, but the statute provides a clear framework. Per Senate Bill 997, if an institution of higher education does not accept course credit earned by a student at another public institution of higher education, that institution shall give written notice to the student and the other institution that the transfer of the course credit is denied. If the transfer dispute is not resolved to the satisfaction of the student or the institution at which the credit was earned within forty-five days after the date the student received written notice of the denial, the institution that denies the transfer of the course credit shall notify the commissioner of higher education of its denial and the reasons for the denial. The commissioner of higher education or his or her designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination as to the involved student and institutions.

9. **I'm a student. What do I do if an institution won't accept my courses in transfer?**
   The Core Curriculum is designed to work seamlessly between public institutions of higher education. If the receiving institution does not accept your courses in transfer, that institution must notify you and the sending institution that the transfer request has been denied. After this, the two institutions must work with you to settle any transfer disputes.

   If the transfer dispute is not solved in a satisfactory manner, the receiving institution must notify the commissioner of higher education—within 45 days after the student received written notification that the transfer request was denied—must notify the commissioner that the request was denied and the reasons it was denied.
   While this process will be used to settle disputes, MDHE will also be able to collect data on the kinds of disputes that occur, and to get a better idea of transfer practices in general; MDHE will use this data to identify bottlenecks and barriers to transfer and use this information to inform policy on transfer and articulation moving forward.

10. **Will new courses be added to the CORE 42? How will that happen?**
    Yes. While a specific process has not been established, new courses can be suggested by institutions, followed by a review similar to what the Core Curriculum Advisory Committee (CCAC) has done throughout the initial round of course approvals. Faculty Discipline Groups (FDGs) will be utilized to evaluate courses to ensure they meet certain competencies and outcomes; institutional courses that meet these requirements will be approved and added to the core curriculum transfer library.

11. **How do the new Math Pathways fit in the Core Curriculum?**
    The Math Pathways courses—Mathematical Reasoning & Modeling, Statistical Reasoning, Pre-Calculus Algebra, and Pre-Calculus—will fulfil the math requirement in the CORE 42.

12. **A course at my institution has a different number of credit hours than the receiving institution? How will credit hour differences be handled in the CORE 42?**

In some disciplines, particularly the sciences and foreign language, there are courses with three, four, and five credit hours proposed for equivalent transfer among institutions.

The Natural Sciences workgroup of the CCAC recommends 4 credit hours for all laboratory-based, lower-division general education MOTR science courses. This will require some institutions to adjust the credit hours assigned to laboratory-based, lower-division general education MOTR science courses.

The Humanities & Fine Arts workgroup of the CCAC recommends all MOTR foreign language courses carry 3 hours of transfer credit, with any additional credits hours applying as general credit toward the 42-hour minimum. There have been concerns raised about this approach, which the CCAC has not had a chance to resolve.

When a student fulfills the Core Curriculum at their sending institution, they will receive full credit at the receiving institution, regardless of the number of credit hours in equivalent classes at the receiving institution.

The Core Curriculum Advisory Committee will continue to study this issue, and will make recommendations for the standardization of credit hours in specific MOTR courses. Because this process needs further study, and significant time for implementation, standardized credit hours will not be required by the fall of 2018.

13. **A student completed 12 credits in Humanities & Fine Arts, but the requirement is at least 9 credit hours. What happens to the other three credits?**

Students have to complete a minimum of credits in each Knowledge Area. Credits earned beyond the minimum count toward the 42-hour minimum.