CORE 42

MOTRANSFER GUARANTEED

Missouri Higher Education Core Transfer Curriculum

UPDATED April 17, 2018

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 is the development of students' ability to communicate effectively through oral, written, and digital channels using the English language, quantitative, and other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select 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 is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Oral communication takes many forms.

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 an 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.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

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

Complete at least 42 credit hours, distributed among the Knowledge Areas listed below

Knowledge Areas

Social & Behavioral Sciences		Written Communications	Oral Communications	Natural Sciences	Mathematical Sciences	Humanities and Fine Arts
9 credits minimum from at least 2 disciplines, including at least one Civics course		6 credit hours minimum	3 credit hours minimum	7 credit hours minimum from at least 2 disciplines, including one course with a lab component	3 credit hours minimum	9 credit hours minimum, from at least 2 disciplines
Anthropology MOTR ANTH 101 General Anthropology MOTR ANTH 201 Cultural Anthropology **Economics** MOTR ECON 100 Introduction to Economics MOTR ECON 101 Introduction to Macroeconomics MOTR ECON 102 Introduction to Microeconomics **Geography** MOTR GEOG 101 World Regional Geography **History** MOTR HIST 201 World History I MOTR HIST 202 World History II **Political Science** MOTR POSC 201 International Relations MOTR POSC 202 Introduction to Comparative Politics **Psychology** MOTR PSYC 100 General Psychology	**Civics courses** MOTR POSC 101 American Government MOTR HIST 101 American History I MOTR HIST 102 American History II	MOTR ENGL 100 Composition I MOTR ENGL 110 Technical Writing MOTR ENGL 200 Composition II	MOTR COMM 100 Introduction to Communications MOTR COMM 110 Fundamentals of Public Speaking MOTR COMM 120 Interpersonal Communication MOTR COMM 125 Small Group Communication MOTR COMM 220 Argumentation & Debate	**Astronomy** MOTR ASTR 100 Astronomy MOTR ASTR 100L Astronomy with Lab **Biology** MOTR BIOL 100 Essentials in Biology MOTR BIOL 100L Essentials in Biology Lab MOTR BIOL 150 Biology MOTR BIOL 150L Biology with Lab **Chemistry** MOTR CHEM 100 Essentials in Chemistry MOTR CHEM 100L Essentials in Chemistry with Lab MOTR CHEM 150 Chemistry I MOTR CHEM 150L Chemistry I with Lab **Geography** MOTR GEOG 100 Physical Geography MOTR GEOG 100L Physical Geography with Lab **Geology** MOTR GEOL 100 Geology MOTR GEOL 100L Geology with Lab **Life Sciences** MOTR LIFS 100 Essentials in Human Biology MOTR LIFS 100L Essentials in Human Biology with Lab MOTR LIFS 150 Human Biology MOTR LIFS 150L Human Biology with Lab	MOTR MATH 110 Statistical Reasoning MOTR MATH 120 Mathematical Reasoning & Modeling MOTR MATH 130 Pre-Calculus Algebra MOTR MATH 150 Pre-Calculus *Courses that use one of the pathway courses as a prerequisite will meet the general education credit for math. For example, Calculus meets the General Education math requirement since Pre-Calculus Algebra is a prerequisite.*	**Art** MOTR ARTS 100 Art Appreciation MOTR ARTS 101 Art History I MOTR ARTS 102 Art History II **Civilization** MOTR WCIV 101 Western Civilization I MOTR WCIV 102 Western Civilization II **Film** MOTR FILM 100 Introduction to Film Studies **Foreign Language** MOTR LANG 101 French I MOTR LANG 102 French II MOTR LANG 103 Spanish I MOTR LANG 104 Spanish II MOTR LANG 105 Foreign Language I MOTR LANG 106 Foreign Language II **Literature** MOTR LITR 100 Introduction to Literature MOTR LITR 100F Introduction to Literature-Fiction MOTR LITR 100P Introduction to Literature-Poetry MOTR LITR 100D Introduction to Literature-Drama MOTR LITR 101 American Literature MOTR LITR 101A American Literature-Pre-Civil War MOTR LITR 101B American Literature-Post-Civil War MOTR LITR 102 British Literature

MOTR PSYC 200 Lifespan Human Development **Sociology** MOTR SOCI 101 General Sociology			**Physical 0Sciences** MOTR PHYS 110 Essentials in Physical Sciences MOTR PHYS 110L Essentials in Physical Sciences with Lab **Physics** MOTR PHYS 100 Essentials in Physics MOTR PHYS 100L Essentials in Physics with Lab MOTR PHYS 150 Physics I MOTR PHYS 150L Physics I with Lab MOTR PHYS 200L Advanced Physics I with Lab		MOTR LITR 102A British Literature: Beginning to 18th Century MOTR LITR 102B British Literature: Late 18th Century to the Present MOTR LITR 105 Multicultural Literature MOTR LITR 105AA Multicultural Literature-African-American MOTR LITR 105NA Multicultural Literature-Native-American MOTR LITR 105L Multicultural Literature-Latino/Latina MOTR LITR 106 Women's Literature MOTR LITR 200 World Literature MOTR LITR 200A World Literature-Begins with Antiquity and Ends Around 1660 MOTR LITR 200M Begins Around 1660 and Extends to Present Day **Music** MOTR MUSC 100 Music Appreciation MOTR MUSC 100RP Music Appreciation-Rock/Pop MOTR MUSC 100J Music Appreciation-Jazz MOTR MUSC 101 Music Fundamentals MOTR MUSC 102 World Music MOTR MUSC 103 Music History I MOTR MUSC 104 Music History II **Performance (CHOOSE ONLY ONE COURSE FROM THIS GROUP)** MOTR PERF 100 Acting I MOTR PERF 100VD Voice Diction MOTR PERF 100SM Stage Movement MOTR PERF 100TT Musical Theatre Techniques MOTR PERF 100SC Stage Combat MOTR PERF 101 Directing I MOTR PERF 101S Stage Management MOTR PERF 102C Music Performance-Choir MOTR PERF 102B Music Performance-Band MOTR PERF 102O Music Performance-Orchestra MOTR PERF 103SA Script Analysis MOTR PERF 103P Playwriting MOTR PERF 104S Stagecraft MOTR PERF 104SD Scenic Design MOTR PERF 104C Costuming MOTR PERF 104D Theatre Drafting MOTR PERF 104M Stage Makeup MOTR PERF 105D Studio Art-Drawing

MOTR PERF 105P Studio Art-Painting
MOTR PERF 105GA Studio Art-Graphic Arts
MOTR PERF 105S Studio Art-Sculpture
MOTR PERF 105C Studio Art-Ceramics
MOTR PERF 105M Studio Art-Multimedia Crafts
MOTR PERF 106 Creative Writing
MOTR PERF 106F Creative Writing-Fiction
MOTR PERF 106P Creative Writing-Poetry
MOTR PERF 106NF Creative Writing-Nonfiction
MOTR PERF 106D Creative Writing-Dramatic Script

Philosophy
MOTR PHIL 100 Introduction to Philosophy
MOTR PHIL 101 Introduction to Logic
MOTR PHIL 102 Introduction to Ethics

Religion
MOTR RELG 100 World Religion

Theatre
MOTR THEA 100A Theatre Appreciation
MOTR THEA 100B Children's Theatre
MOTR THEA 100C History of the Musical
MOTR THEA 104 Theatre History I
MOTR THEA 105 Theatre History II
MOTR THEA 106 World Drama

CORE 42 Course Inventory

Social & Behavioral Sciences and Civics

- General Anthropology
- Cultural Anthropology
- Introduction to Economics
- Introduction to Macroeconomics
- Introduction to Microeconomics
- World Regional Geography
- World History I
- World History II
- International Relations
- Comparative Politics
- General Psychology
- Lifespan Human Development
- General Sociology

- American History I (civics)
- American History II (civics)
- American Government (civics)

Written Communications and Oral Communications

- Composition I
- Composition II
- Technical Writing

- Fundamentals of Public Speaking
- Introduction to Communications
- Interpersonal Communication
- Small Group Communication
- Argumentation & Debate

Natural Sciences

- Astronomy
- Essentials in Biology
- Biology
- Essentials in Chemistry
- Chemistry I
- Physical Geography
- Geology
- Essentials in Human Biology
- Human Biology
- Essentials in Physical Sciences
- Essentials in Physics
- Physics I

- Astronomy with Lab
- Essentials in Biology with Lab
- Biology with Lab
- Essentials in Chemistry with Lab
- Chemistry I with Lab
- Physical Geography with Lab
- Geology with Lab
- Essentials in Human Biology with Lab
- Human Biology with Lab
- Essentials in Physical Sciences with Lab
- Essentials in Physics with Lab
- Physics I with Lab
- Advanced Physics I with Lab

Mathematical Sciences

- Pre-Calculus Algebra
- Mathematical Reasoning & Modeling
- Statistical Reasoning
- Pre-Calculus

Humanities & Fine Arts

- Art Appreciation
- Art History I
- Art History II
- Western Civilization I
- Western Civilization II
- Creative Writing (Fiction, Poetry, Nonfiction, Dramatic Script)
- Introduction to Film Studies
- French I
- French II
- Spanish I
- Spanish II
- Foreign Language I
- Foreign Language II

- Music Appreciation (General, Rock/Pop, Jazz)
- Music Fundamentals
- World Music
- Music History I
- Music History II
- Acting I (Acting, Voice/Diction, Theatre Techniques, Stage Movement, Stage Combat)
- Directing I (Directing, Stage Management)
- Music Performance (Choir, Band, Orchestra)
- Script Analysis (Script Analysis, Playwriting)
- Stagecraft (Stagecraft, Scenic Design, Costuming, Theatre Drafting, Stage Makeup)
- Studio Art (Drawing, Painting, Graphic Arts, Sculpture, Ceramics, Multimedia)

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• Introduction to Literature (Fiction, Poetry, Drama) • American Literature (Pre-Civil War, Post-Civil War) • British Literature (Beginning to 18th Century, Late 18th Century) • Multicultural Literature (African-American, Native-American, Latino/Latina) • Women's Literature • World Literature (Begins with Antiquity and Ends Around 1660, Begins Around 1660 and Extends to Present Day)	• Introduction to Philosophy • Introduction to Logic • Introduction to Ethics • World Religion • Theatre Appreciation • Children's Theatre • History of the Musical • Theatre History I • Theatre History II • World Drama

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.