



STATE MODELS FOR FOUNDATIONAL CURRICULA

According to the Education Commission of the States, as of 2016, 36 states have statewide transferrable foundational curricula. This document includes models that other states have employed in structuring their foundational curricula.¹

Competency-Based Foundational Curricula

Many states with universally transferable general education foundational curricula structure those curricula using a competency framework, rather than prescribing specific courses in particular disciplines. These curricula vary from state-to-state in their flexibility, with some states dictating the full curricular competency structure, and others affording institutions latitude to individualize their core curriculum's framework. Regardless, any public institution must accept the core curriculum courses of any other public institution as a block that satisfies the core curriculum requirements of its own institution.

INDIANA

Indiana's Statewide Transfer General Education Core (STGEC) consists of 30 semester hours of credit, which fully transfer as a block between any Indiana public college or university, and satisfy the STGEC requirements at that institution. Each college and university was required to develop its own STGEC curriculum, which must include 18 credit hours that meet the STGEC's six core competencies (listed below) and associated learning outcomes, and 12 additional credit hours based on institution-specific curricular policies and STGEC's competencies.

STGEC Competencies

- 1. Written Communication** (7 associated learning outcomes)
 - *Learning outcome ex.:* "Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling."
- 2. Speaking and Listening** (7 associated learning outcomes)
 - *Learning outcome ex.:* "Use appropriate organization or logical sequencing to deliver an oral message."
- 3. Quantitative Reasoning** (8 associated learning outcomes)
 - *Learning outcome ex.:* "Clearly explain the representation, solution, and interpretation of the math problem."
- 4. Scientific Ways of Knowing** (6 associated learning outcomes)
 - *Learning outcome ex.:* "Explain how scientific explanations are formulated, tested, and modified or validated."
- 5. Social and Behavioral Ways of Knowing** (6 associated learning outcomes)
 - *Learning outcome ex.:* "Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain."
- 6. Humanistic and Artistic Ways of Knowing** (7 associated learning outcomes)
 - *Learning outcome ex.:* "Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience."²

¹ "Transfer and Articulation – All State Profiles," (April, 2016). Retrieved from <http://ecs.force.com/mbdata/mbprofallrta?Rep=TA16STA> (Oct. 3, 2017)

² "Statewide Transfer General Education Core." Retrieved from <https://www.in.gov/che/4628.htm> (Oct. 3, 2017)

Course-Specific Foundational Curricula

A course-specific foundational curriculum prescribes the number of courses/credit hours for each discipline in the curriculum's framework, as well as the specific courses at each institution that satisfy the curriculum's requirements. A course-specific foundational curriculum generally allows students to transfer the core as a block, or transfer individual courses within the core, to any public university and meet that university's foundational curriculum requirements.

COLORADO

Colorado's Guaranteed Transfer (GT) Pathways General Education Curriculum is designed to transfer as a block, or as individual courses, from all Colorado community colleges and to its public universities, and satisfy degree requirements.¹ Colorado's General Education Council, comprising faculty from the state's public colleges and universities, regularly reviews and approves specific courses at the public colleges and universities that count as GT Pathways general education courses. Colorado has a public college/university-wide common course numbering system.

GT Pathways General Education Curriculum

Written Communication – 2 courses, 6 credit hours

- Intro Writing and Intermediate Writing, OR
- Intermediate Writing and Advanced Writing

Mathematics – 1 course, 3 credit hours (or a series of three 1-credit hour courses)

Arts & Humanities, History and Social & Behavioral Sciences – 15 credit hours

Arts and Humanities – 2 courses, at least 6 credit hours

- Choose from courses in categories: Arts and Expression; Literature and Humanities; Ways of Thinking; World Languages

History – 1 course, at least 3 credit hours

Social & Behavioral Sciences – 1 course, at least 3 credit hours

1 Additional Course – from the above categories, at least 3 credit hours

Natural & Physical Sciences – 7 credit hours

- At least 1 course must include a required lab³

³ "Guaranteed Transfer (GT) Pathways General Education Curriculum." Retrieved from <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html> (Oct. 3, 2017)

Concentration-Specific Foundational Curricula

Several states have multiple, concentration-specific foundational curricula, allowing institutions to tailor their general education requirements based on the general field a student is planning to pursue. Typically, most of the requirements among these curricula look the same, but with some concentration-specific course, discipline, or competency requirements.

ARIZONA

All courses within the Arizona General Education Curriculum (AGEC) transfer as a block to any Arizona public university and guarantees admission. The Arizona Transfer Steering Committee compiles a matrix of common courses – lower division collegiate courses that transfer between any Arizona public college and university – including those that satisfy AGEC requirements. There are three AGEC concentration options – liberal arts, business, and math/science. The curricula are below:

All AGEC Concentrations

- **First Year Composition** – 6 credit hours
- **Arts and Humanities** – 6-9 credit hours
- **Social and Behavioral Sciences** – 6-9 credit hours
- **Physical and Biological Sciences** – 8 credit hours

One course must emphasize ethnic/race/gender awareness.

One course must emphasize contemporary global/international awareness or historical awareness.

AGEC Liberal Arts Concentration

- **Mathematics** – 3 credit hours
- **Options** – 0-6 credit hours

AGEC Business Concentration

- **Mathematics: Brief Calculus or Higher** – 3 credits
- **Computer Information Systems: Introduction to CIS** – 3 credit hours
- **Options** – 0-6 credit hours

AGEC Science/Math Concentration

- **Mathematics: Calculus I or Higher** – 3 credit hours
- **Options** – 6-8 credit hours⁴

⁴“Arizona General Education Curriculum.” Retrieved from <http://aztransfer.com/generaleducation/> (Oct. 3, 2017)

Foundational Curricula Oversight and Accountability

Oversight and accountability of general education foundational curricula varies depending on the state and its type of foundational curricula. Some states convene committees to determine the specific courses at each institution that satisfy requirements in the general education core. Some simply require institutions to assess internally the courses that satisfy statewide general education foundational curricula requirements.

ALABAMA	CONNECTICUT	COLORADO	INDIANA
<p>Alabama’s General Studies Academic Committees, composed of discipline-specific faculty, are responsible for approval of courses that satisfy the state’s general studies core curriculum.⁵</p>	<p>Connecticut’s Framework30 is a competency-based general education core. Each institution is responsible for assessing which courses satisfy these competencies. Faculty groups developed rubrics that institutions may use for this assessment, but institutions may also choose to use their own assessment rubrics.⁶</p>	<p>Colorado, which has a course-specific foundational curriculum and statewide common course numbering system, relies on institutions to assess their own courses and ensure that they satisfy the foundational curriculum’s core competencies. However, the Colorado Commission for Higher Education and the General Education Council (composed of faculty and administrators from colleges and universities) conduct random audits of course syllabi, and identify any courses that must undergo a faculty peer review process.⁷</p>	<p>Each institution must make public how its general education core satisfies the Statewide Transfer General Education Core (STGEC) competencies and associated student learning outcomes. Each institution must also describe to other institutions how its general education core assures mastery of the STGEC competencies.⁸</p>

⁵ “General Studies Academic Committees (GSACs).” Retrieved from <http://stars.troy.edu/GSACs.html> (Oct. 3, 2017)

⁶ “Transfer & Articulation (TAP) – General Education.” Retrieved from <http://www.ct.edu/initiatives/tap#gened> (Oct. 3, 2017)

⁷ Macgillivray, Ian K., “New GT Pathways Review & Approval Process,” (Oct. 2016). Retrieved from http://highered.colorado.gov/academics/transfers/gtPathways/New_GT_Pathways_2016_10_27.pdf (Oct. 3, 2017)

⁸ “Statewide Transfer General Education Core Student FAQs,” (June, 2013). Retrieved from http://www.in.gov/che/files/STGEC_FAQs_6.25.13.pdf (Oct. 3, 2017)