

FOUNDATIONAL CURRICULUM:

1. Principles and governance
2. Implementation and functionality
3. Already existing: AAOT – a 90 credit transferable associate's degree that covers all lower division Gen Ed at destination Oregon public university
4. OTM is a subset of AAOT, intended to help transfer and not major specific
5. Need: modularization and operationalization



FOUNDATIONAL CURRICULUM:

1. Principles and governance

1. Faculty / Senate determined design and oversight of the curriculum at each institution
2. Foundational curriculum has been the common base of previous institutional faculty senate agreements
3. Modules of the Foundation Curriculum are well described for AAOT and OTM
4. Faculty committees determine fit of a course in each module based on agreed upon outcomes and criteria
5. The new Foundation Curricula builds from this with added flexibility...

Associate of Arts Oregon Transfer (AAOT), OTM to Bachelor of Arts (BA) General Education Core "Crosswalk" by Institution
The table provides a crosswalk between AAOT/OTM requirements and BA General Education requirements at public universities.
X = Not Specified

	Minimum Credit Requirement by Institution and Subject								
Subject	AAOT	OTM	EOU	OIT WI: 9/21/16	OSU	PSU CH: 9/19/16	SOU	UO SE: 9/8/16	WOU
Writing	8 (2-3 courses, two options ¹)	2 courses	4 (WR 121 [4cr] & max. of 15 "Gateway Credits" may count toward 60 GEC)	18 (must include SPE 111 [3cr], WR 121 [3cr] & 122 [3cr], additional 9 credits from an approved list)	6 (Writing I [3cr] & II [3cr])	8 (2 college-level courses)	8 (2 college-level courses)	8 (WR 121 & 122/123 [4 credits each])	4 (WR 135 College Writing II)
Oral Communication	3 (one course)	1 course			3 (Writing III, Speech)	X	4 (1 college-level course)	X	3 (COMM 111)
Arts & Letters (Humanities)	9 (3 courses from 2 or more disciplines)	3 courses	12 – 40 (8-20 from "ADH" & 6-20 from "APC")	9	12 (one 3-credit course in each of 4 categories ²)	12 (4 credits must be in F&P Arts)	9	15 (four courses min, at least 2 courses in 1 discipline & 1 course in a different disc.) ³	20 (LR [3], Philos. or Religion [3], & Creative Arts [9])
Social Science	12 (4 courses from 2 more disciplines)	3 courses	6 – 20 (from at least 2 disciplines)	12		12 (4 credits must be in either math or science)	9	15 (four courses min, at least 2 courses in 1 discipline & 1 course in a different disc.)	11 – 12 (one 8-9-credit sequence plus 3-4 credits)
Science	20 (one math course required, 4 courses from 2 disciplines, and at least 3 labs in bio and/or physical sciences)	1 required biological or physical science with lab	6 – 20 (must include one 3-credit math course, one physical/ bio course, and courses from at least 2 disciplines)	16 (must include at least one 4- credit math course & 4- credits of science w/ lab ⁴)	12 (3 courses w/ labs, must include physical & bio course)	15 (PSU Language: "4 credits in Science/Math" "8 credits in Social Sciences/ Sciences/ Math")	11	15 (four courses min, at least 2 courses in 1 discipline & 1 course in a different disc.)	12 – 15 (3 lab courses w/ at least 2 courses same sequence)
Math		1 required math course			3		4 – 8 (("Quantitative Reasoning") ⁵)	X	
Computer Science		2 other courses, Sci/ Math/ Comp Sci	X	X	X	X	X	X	6
Health, Wellness, and Fitness	3 (one or more courses)	X	X	X	3	X	X	X	4 (PE 131 and one additional course)
Cultural Literacy (fulfilled if cross-listed, thus not included in total)	3 (from any discipline meeting state criteria)	X	X	3 (encouraged, disciplines of Humanities/ Social Science)	3 (Cultural Diversity)	X	(see "Additional" or footnote 8)	8 (1 course in 2 categories ⁶)	X
Additional General Education Credits	X	Discipline area electives if needed to bring total credits to 45.	two upper- division writing courses required outside of GEC	X	9 (two 3-credit "Synthesis" courses from 2 disciplines ⁷)	University studies: 27 credits (15 FRNQ, 12 SINO)	9 – 12 (Integration courses ⁸)	X	6 ¹⁰ (Writing Intensive)
Total General Education Credits (minimum required)	55 (calculated)	45	60 (source)	55 (calculated)	51 (source)	59 (calculated)	54 (calculated)	53-61 (calculated)	66 (calculated)
Plus second Language Proficiency (B.A. requirement)	X	X	must satisfy as defined in academic catalog	two terms of college-level (exempt if two years in High school)	second year proficiency at the college- level	4 credits (in foreign language level 203 or higher)	one year of study at the second-year level or equivalent	two years college-level or equivalent	proficiency through two years (level 203 or higher)

Subject	Foundational Courses for STEM majors	Foundational Courses for non-STEM majors
Writing	2 courses (6-8 credits) WR121, WR122	2 courses (6-8 credits) WR121, WR122
Cultural Literacy	1 course (3-4 credits) See list of AA/OT outcome courses.	1 course (3-4 credits) See list of AA/OT outcome courses.
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses.
Social Science	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses. Many non-STEM majors require specific s sciences courses -- <u>see the USTA</u> for your intended major.
Natural Sciences	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. Many STEM majors typically require specific majors-level (200+) courses – <u>see the USTA</u> for your intended major.	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. Non-majors level (100) recommended.
Math	1 course (3-5 credits) See list of AA/OT outcome courses. Many STEM majors typically require specific mathematics (200+) courses – <u>see the USTA</u> for your intended major.	1 course (3-5 credits) See list of AA/OT outcome courses MTH 105/111 recommended.
Total	10 courses (32-43 credits)	10 courses (32-43 credits)

FOUNDATIONAL CURRICULUM: LIST OF AA/OT OUTCOME COURSES — EXISTING SENATE APPROVED AND UPDATED - SAME

Writing

OUTCOMES

As a result of completing the General Education Writing sequence, a student should be able to:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

CRITERIA

A course in Writing should:

- 1) Create a learning environment that fosters respectful and free exchange of ideas.
- 2) Include college-level readings that challenge students and require the analysis of complex ideas.
- 3) Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others' ideas.
- 4) Foster students' ability to summarize and respond in writing to ideas generated by reading and discussion.
- 5) Require a substantial amount of formal and informal writing.
- 6) Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
- 7) Foreground the importance of focus, organization, and logical development of written work.
- 8) Guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments.
- 9) Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English.
- 10) Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system.
- 11) Require appropriate technologies in the service of writing and learning.

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Mathematics

OUTCOMES

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

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, 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 and judge the reasonableness of the results.
- 3) Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
- 4) Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
- 5) Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
- 6) Use mathematical terminology, notation and symbolic processes appropriately and correctly.
- 7) Make mathematical connections to, and solve problems from, other disciplines.

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Arts & Letters

OUTCOMES

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

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

** "Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.*

CRITERIA

A course in Arts & Letters should:

- 1) Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
- 2) Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
- 3) Explore the conventions and techniques of significant forms of human expression.
- 4) Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
- 5) Each course should also do at least one of the following:
 - Foster creative individual expression *via* analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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Social Science

OUTCOMES

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

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

CRITERIA

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

- 1) Understand the role of individuals and institutions within the context of society.
- 2) Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
- 3) Utilize appropriate information literacy skills in written and oral communication.
- 4) Understand the diversity of human experience and thought, individually and collectively.
- 5) Apply knowledge and skills to contemporary problems and issues.

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Science or Computer Science

OUTCOMES

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CRITERIA

A General Education course in either Science or Computer Science should:

- 1) Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
- 2) Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
- 3) Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition,

A General Education course in Science should:

- Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery;
and

A General Education course in Computer Science should:

- Engage students in the design of algorithms and computer programs that solve problems.

Natural Science

OUTCOMES

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
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Cultural Literacy

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement.

OUTCOMES

As a result of taking a designated Cultural Literacy course, learners would be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

CRITERIA

A course with the Cultural Literacy designation will:

- 1) Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
- 2) Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- Investigate how discrimination arises from culturally defined meanings attributed to difference.
- Analyze how social institutions perpetuate systems of privilege and discrimination.
- Explore social constructs in terms of power relationships.

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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 accomplish goals;
- Respond to the needs of diverse audiences and contexts; and
- Build and manage relationships.

CRITERIA

A course in Speech/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.
- 4) Instruction and practice in comprehension, interpretation, and critical evaluation of communication.
- 5) Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts.
- 6) Instruction in the responsibilities of ethical communicators.
- 7) Instruction in the value and consequences of effective communication.

Information Literacy

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

OUTCOMES

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

CRITERIA

A Writing course infused with Information Literacy should include:

- 1) Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.
- 2) Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies.
- 3) Instruction and practice in evaluating and selecting information using appropriate criteria.
- 4) Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.
- 5) Instruction and practice in the ethical and legal use of information and information technologies.
- 6) Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information.

Subject	Foundational Courses for STEM majors	Foundational Courses for non-STEM majors
Writing	2 courses (6-8 credits) WR121, WR122	2 courses (6-8 credits) WR121, WR122
Cultural Literacy	1 course (3-4 credits) See list of AA/OT outcome courses.	1 course (3-4 credits) See list of AA/OT outcome courses.
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses.
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Math	1 course (3-5 credits) See list of AA/OT outcome courses. Many STEM majors typically require specific mathematics (200+) courses – <u>see the USTA</u> for your intended major.	1 course (3-5 credits) See list of AA/OT outcome courses MTH 105/111 recommended.
Total	10 courses (32-43 credits)	10 courses (32-43 credits)

FOUNDATIONAL CURRICULUM: PRINCIPLES AND POLICY FOR TRANSFER

1. TRANSPARENCY –

1. a system that is readily available, easy to understand and use for institutions and students

2. PREDICTABILITY –

1. students: stability in foundation and major pathway requirements
2. Faculty: confidence in standards applied

3. RIGOR –

1. High standards fairly applied and maintained in faculty collaboration and review

