

**DIN: 3040-1-01**  
**Title of Policy: General Education**

**Policy**

General education curricula assist individual development as a person and citizen. Technical education prepares learners to achieve success within a chosen career area.

Northwest Technical College requires that each degree, diploma, and certificate program of 16 credits or more include a minimum number of Liberal Arts or Applied General Education credits. The College will implement the Minnesota General Education Transfer Curriculum as appropriate to the Associate of Applied Science and Associate in Science degrees, will inform individuals about transferring courses that are part of the Minnesota General Education Transfer Curriculum among MnSCU institutions, and will provide for appeals of transfer decisions (see Policy 3012-1-01, Credit Transfer).

Program faculty members, in conjunction with industry and advisory committees, determine general education course requirements for individual programs. The minimum credit requirements are outlined in the General Education Credit Requirements table below.

<b>GENERAL EDUCATION CREDIT REQUIREMENTS</b>			
<b>Total Program Credits</b>	<b>Minimum Requirement Liberal Arts Gen Ed MN Transfer Curriculum Approved</b>	<b>Minimum Requirement Applied Gen Ed</b>	<b>Minimum Category Requirement</b>
AS Degree Programs	30 credits		6 MnTC goal categories
AAS Degree Programs	25% of credits		4 MnTC goal categories
Diploma Programs 55-73 or more		9	3 categories
Diploma Programs 37-54		6	2 categories
Diploma Programs 32-36		3	1 category
Certificate 16-32		3	1 category
Certificate 15 or fewer		0	

**Purpose**

To ensure that college programs are structured to provide life and career skills, to enrich personal lives and develop a well-rounded perspective of the world--all of which enhance one's ability to become an active, independent and responsible citizen.

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**Responsibility**

The table below describes responsibilities for this policy:

<b>Group/Individual</b>	<b>Responsibility</b>
Dean of Academic Affairs	Ensure that all programs meet the general education credit requirements. Ensure that processes are in place for transfer credits. Communicate policy about transferring general education courses that are part of the Minnesota Transfer Curriculum to other MnSCU institutions.
Division Chairs	Ensure that program faculty from each program identify specific general education course requirements, in conjunction with advisory committees.
Program Faculty	Work with advisory committees and others in business and industry to ensure that program requirements include appropriate general education course requirements.
Advisors	Ensure individuals enrolled in programs with general education electives select appropriate general education courses to meet Minnesota Transfer Curriculum category requirements. Inform advisees about transferring general education courses that are part of the Minnesota Transfer Curriculum to other MnSCU institutions.

**DEFINITIONS**

The three areas of General Education at NTC are defined as follows:

**College Readiness Education:** Instruction in academic knowledge, skills, and attitudes needed to successfully complete certain courses required as part of a continuous program or needed to meet future career and personal goals. These courses contain pre-college level content and do not apply to program completion requirements. (Course numbers begin with 0 and are not transferable.)

**Applied General Education:** Instruction in knowledge, skills, and attitudes which supports the content of a diploma or certificate program. This instruction contains applied, college-level content in the categories of communication, math, natural science, social science, and career literacy. These courses are applied to program content or to workplace skills to engage in personal and professional development and learn leadership theories and skills; to value diversity and appreciate cultural differences; to communicate more effectively; and to engender a lifetime of learning. (Individual courses within this area most often do not transfer to a four-year institution and are not part of the Minnesota Transfer Curriculum.)

**Liberal Arts General Education:** Instruction in knowledge and skills designed to impact common knowledge, intellectual concepts, and attitudes. This instruction is viewed as a way to broaden perceptions, encourage the development of pluralistic values, and better participate in social, technological, and cultural environments. General Education courses contain college-level content in the areas of communications, social science, humanities, math, and natural science. These courses may be applied toward the transferable general education requirements

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of an Associate in Applied Science and Associate of Science degrees. (See Minnesota Transfer Curriculum below.)

**NTC GENERAL EDUCATION GOALS**

Northwest Technical College has adopted the following goals as the basis for the General Education requirements. Toward the accomplishment of the General Education goals, program major requirements of more than 15 credits must include a General Education component. Course requirements are established for each major. (NOTE: College Readiness courses do not fulfill this requirement.)

**College Readiness:**

Through these courses, learners gain and apply a foundational level of knowledge and skill in areas of basic communication, basic computation, and reading comprehension that allows full participation in college and society.

**General Education:**

General education provides exposure to the following:

Effective communication/interaction skills includes the development of active reading skills, clear and concise writing skills, active listening skills, and clear and well-organized speaking skills to communicate effectively in a variety of situations. Social interaction skills include personal awareness, diversity awareness and teamwork. Mastery of these skills enables one to better communicate in society and to acquire critical knowledge for understanding and working with others.

Critical thinking and active learning skills includes the development of active reading, problem solving and inquiry skills to be aware of new thoughts and diverse views as well as to recognize and adapt to change, as well as the development of an enhanced appreciation for the value of knowledge and a greater understanding of the need for life-long learning. Mastery of these skills gives the personal knowledge to effectively deal with the complexities and diversity in your personal and work environments and to insure the continued intellectual growth necessary for rewarding and effective living.

Computation and career success skills includes the development of mathematical application skills as applied in careers and the use of concepts in mathematics and/or the natural sciences. The development of career readiness, professional responsibility and job seeking and keeping skills will enable you to obtain and advance in your career area. Mastery of these skills enables you to not only gain satisfying employment but also to advance within your chosen career field.

Technology includes the development of technology skills that enhance learning and build the ability to communicate, to handle information and to apply computer application and critical evaluation skills. Mastery of these skills provides understanding and appreciation of the role of technology in social change, enabling one to respond to technology in enlightened ways.

Global appreciation and civic responsibility includes the development of skills that enable one to participate in civic activities, make informed, ethical decisions, and appreciate diversity in a globally interdependent world. Mastery of these skills broadens perspectives of the world and builds understanding of one’s role and responsibility within that world.

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Self-development includes the development of skills will enable better understanding of oneself in relation to others in the world of work through personal assessment, goal setting, and values clarification and application. Mastery of these skills builds personal knowledge needed to effectively deal with the complexities and diversity in personal and work environments and to insure the continued intellectual growth necessary for rewarding and effective living.

**MINNESOTA TRANSFER CURRICULUM**

**Goals and Learner Competencies:**

The transfer curriculum commits all public colleges and universities in the state of Minnesota to a broad educational foundation that integrates a body of knowledge and skills with study of contemporary concerns, which are all essential to meeting an individual's social, personal and career challenges in the 21<sup>st</sup> century. The competencies individuals need to participate successfully in this complex and changing world are identified. These competencies emphasize our common membership in the human community; personal responsibility for intellectual, lifelong learning; and an awareness that we live in a diverse world. They include diverse ways of knowing-that is, the factual content, the theories and methods, and the creative modes of a broad spectrum of disciplines and interdisciplinary fields-as well as emphasis on the basic skills of discovery, integration, application and communication. All competencies will be achieved as an academic level appropriate to lower-division general education.

**MnTransfer Categories/Goals:**

- Goal One:** Communications
- Goal Two:** Critical Thinking
- Goal Three:** Natural Sciences
- Goal Four:** Mathematical/Logical Reasoning
- Goal Five:** History & the Social & Behavioral Sciences:
- Goal Six:** The Humanities and Fine Arts
- Goal Seven:** Human Diversity
- Goal Eight:** Global Perspective
- Goal Nine:** Ethical and Civic Responsibility
- Goal Ten:** People and the Environment

*Additional information regarding MnTransfer can be obtained by contacting the campus Transfer Specialist or by visiting the Course Equivalency Tables and Transfer Guides Website at [www.mntransfer.org/Tables/CourseEquivalency.html](http://www.mntransfer.org/Tables/CourseEquivalency.html)*

**Supporting References**

Listed below are college document(s) that support this policy:

**Compliance References:**

Listed below are references to compliance requirements (e.g. MnSCU policy).  
 MnSCU Policy and Procedure 3.21 <http://www.mnscu.edu/Policies/321.html>

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