

Best Practices for Communicating Institutions' Minnesota Transfer Curriculum (MnTC) and Transferable Courses

Best practices make information easy to locate and clear for students and other stakeholders. With the 2001 Omnibus Bill, it is crucial to be user-friendly with the publication of information on the Minnesota Transfer Curriculum (MnTC) in catalogs and on websites:

- 1) Clearly indicate the institution's MnTC in the catalog and on the website and distinguish it from other general education the institution may offer.
- 2) Clearly indicate which courses meet MnTC goal areas and which goal areas are addressed by each course. Have consistent goal information on MnTC lists:
 - a) on the website
 - b) in the catalog
 - c) as goals listed in the course descriptions
 - d) in goal areas assigned to courses in ISRS.
- 3) Put effective dates on all MnTC lists, both in the catalog and on the website.
- 4) Provide the **titles** of the courses with the **specific course numbers** in MnTC lists in the catalog and on the website.
- 5) Update MnTC lists and courses as changes in the MnTC are made.
- 6) List MnTC goal areas in the course descriptions.
- 7) If institutional web links change, send updated links to MnTransfer.org
- 8) Students should be able to easily access the MnTC on institutional websites. Provide the MnTC list of courses accessible from a link on the homepage or transfer page. Make sure the "search" option on your institution's website for the "Minnesota Transfer Curriculum" links to the institution's MnTC and that the list is current.
- 9) Provide a link on the college or university home page and/or MnTC web page for "course descriptions" that is easy to find.
- 10) Check to make sure that old, outdated versions of the MnTC are removed from current weblinks. Putting "effective dates" on MnTC pages will facilitate this process.
- 11) Place archived catalogs in an easily accessible location on the website for students who may be following older program requirements.
- 12) Link common course outlines to course descriptions or provide a separate link for common course outlines that are visible on the college /university website to facilitate course equivalency decisions. These links will display on MnTransfer.org.
- 13) In addition to a MnTC list in Goal Area order, also keep a list of MnTC courses in alpha order to facilitate searching for particular courses and DARS encoding.
- 14) Provide a page for Transfer Information that is easily found on college/university websites.

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Minnesota State Colleges and Universities
Office of the Chancellor
Academic and Student Affairs--Program Collaboration and Transfer

**Guidelines for the Review and Design of a
Minnesota Transfer Curriculum**

1. Colleges establish their own processes for review of proposed courses.
2. Each course must address the competencies listed in at least one of the 10 areas of the curriculum
 - A single course can address no more than two areas. (An exception is if all courses are expected to address critical thinking, then CT can be a third area.)
 - A course must address at least 51% of the competencies in an area.
 - The competencies must be a significant focus of the course.
3. Students should be able to complete a transfer curriculum with a minimum of 40 semester credits.
4. Some disciplines are excluded by decision of the collaborating institutions. Because not all courses that might address a competency are general education, courses will not be included from: business, health/physical education, computer science (an exception was made for programming for math, but for most programming courses a high level math is a prerequisite), field experience, career orientation, or, in general, any occupational courses or programs.
5. Some courses are excluded because they are required for *admittance* to college study in Minnesota. Examples include developmental courses in reading, writing, and mathematics. Intermediate algebra is considered to be a developmental course.
6. Natural science laboratory requirements are a minimum of one traditional lab course and a second with a lab-like experience.
7. Competencies, particularly in theme areas, can be addressed by stand-alone courses or can be embedded across part of the curriculum.
8. Development of a MN Transfer Curriculum is an evolutionary process. Colleges are encouraged to continue to develop their courses, pedagogy, assessment, and organization.

A guiding principle suggested for any course: "If the justification for inclusion needs to be elaborate, perhaps the course ought not to be in."

Developed by the original Oversight Committee

Revised by the MnSCU MnTC Oversight Committee on 03/01/02 for MnSCU application, and adopted for U of M application on 11/26/02.

Revised by the MnSCU Transfer Oversight Committee on 9/19/08 for MnSCU application. These guidelines have not been formally adopted by the University of Minnesota 12/5/08.

Checklist of evaluation criteria for courses to be included in the MnTC

The checklist of evaluation criteria should be used by an institution in the order presented:

- _____ 1. Is this course a remedial, developmental or occupational training course? If you answer 'yes' to this question, the course does not belong in the MnTC. If you answer 'no' to this question, proceed.

- _____ 2. Does the course satisfy the institution's philosophy and definition of general education? If you answer 'no' to this question, the course does not belong in the MnTC. If you answer 'yes' to this question, proceed.

- _____ 3. Is the course consistent with the Guidelines for the Review and Design of a Minnesota Transfer Curriculum?

- _____ 4. Is the course designed to have significant focus on one or more of the ten goals of the Minnesota Transfer Curriculum?
 - a. Does the course meet the definition of the goal area?
 - b. A course must address a majority of the competencies for a goal area.
 - c. These competencies must be a significant focus of the course.
 - d. The accompanying documentation (course outline, learning outcomes, sample assignments, etc.) must clearly address a majority of the specific competencies for this particular goal area.
 - e. If you are requesting approval of this course in a second goal area, you must provide evidence (demonstrate) that the course meets 4b and 4c above for both goal areas.

Attachment A: The Minnesota Transfer Curriculum: Goals and Student Competencies

Attachment B: Guidelines for the Review and Design of a Minnesota Transfer Curriculum