

Minnesota State Colleges and Universities
Transfer Oversight Committee Meeting Notes--DRAFT
February 15, 2008, Wells Fargo Place, St. Paul, MN

Members Present: Monte Bute, Brian Donovan-ITV, Louise Hoxworth, Jim Kehoe, Louise Mengelkoch-ITV, Greg Mulcahy, Anne O'Meara, Anne-Marie Ryan-Guest, Stephanie Shea, JoAnn Simser, Dan Sperling, Michael Spitzer-ITV, Betty Strehlow, Carol Ziehlsdorf-phone.

Members Not Present: Nancy Black, Jordan Brandt, Brad Burns, Jean Evens, Leeann Jorgensen
Guests present: Jessica Medearis, MSCSA, Graeme Allen, MSUSA.

Manuel Lopez, Associate Vice Chancellor, Continuous Improvement
Proposals for Guideline changes—Normandale Community College: Cynthia Carow-Scheibe, Russell Smiley; Anoka Ramsey Community College: Gary Cook, Jim Beiderman, Chris Katke, Luanne Kane, Michael Seymour; North Hennepin Community College: Lynn Schiller, Century College: Kathy Gates

Prior meeting notes:

No changes were requested to the November 28, 2007 Transfer Oversight Committee meeting notes. Approved 11/28/07 notes will be posted to the Web site www.mntransfer.org.

Transfer Oversight Committee Membership:

Brad Burns, MSUSA, has resigned from the committee.

Task Force on Degree Caps <http://www.programreview.project.mnscu.edu>

Status report, Manuel Lopez: Current legislation mandates that the Board of Trustees enact policy by January, 2009 to cap associate degrees at 60 credits and baccalaureate degrees at 120 credits. The legislation would allow for waivers. A task force of students, faculty and administrators was created to recommend a process and potential criteria for waivers. Each associate degree will have a 60 credit cap and baccalaureate degree will have a 120 credit cap unless an exemption for additional credits is approved by the Chancellor or designee through a waiver process. The proposed waiver would be recommended through the curriculum process at the institution. When there is more than one program in the state, the proposed process would allow for multi-program, multi-institution waivers. The Program Approval and Review unit would call faculty groups together to discuss the waiver for similar programs. The institution(s) would need to submit a program re-design application and provide rationale for the increased credit length. The task force proposed criteria for granting approval (available on the Web site at <http://www.programreview.project.mnscu.edu> Degree Caps Task Force). For Associate in Fine Arts (AFA) and Associate in Science (AS) degrees, if the Associate degree is articulated to a 120-credit baccalaureate degree, the associate degree would be 60 credits, unless an articulation agreement allows for more than 60 credits. Industry and professional standards and accreditation would be defined further. An example of unique challenges is an innovative or emerging program. There will be no blanket exemptions; each associate degree and baccalaureate degree program will need to go through the approval process to justify why there is a need for an exemption. The legislation states policy will be place in January, 2009; implementation would take longer July 1, 2012 (Implementation Timeline). The proposed process will take 3 years to implement.

Student input on the process: From university students' standpoint, it is frustrating that it can't be done immediately. The student association leadership is happy with the overall decisions and how the universities are going. From the two year college perspective, it is not what students would've come up with, but through the process worked together, the intent was taken to heart. They will

be interested in how waivers and exemptions go. A concern was expressed that proposed waivers be visible to students. Students do not participate in curriculum committees. Student input was added to the process. The parties agreed to put together a listserv of presidents, faculty and student associations where the exemption requests would be posted. Students would be aware of the potential exemptions. The Program Approval unit would accept any feedback and utilize the feedback in the assessment of the programs. It is possible to consult informally with students so that they are aware of what is happening. The listserv would make presidents and others aware of other institution's requests. The current Program Approval Listserv allows for faculty associations and institution administrators to know which institutions are proposing programs. The proposed process for waivers created a step to take the same program approval listserv notification and comment process and put it earlier in waiver process so students and faculty will be aware of proposed waivers.

Effect on transfer and implications for MnTC: The task force's intent was that the Minnesota Transfer Curriculum and the institution's general education would be held harmless. The Minnesota Transfer Curriculum Agreement, 1994 (www.mntransfer.org) requires that the Minnesota Transfer Curriculum include at least 40 credits. Some institutions require additional credits in the Minnesota Transfer Curriculum and some require additional general education credits for graduation; that is determined by the institution, not the Degree Cap Task Force. The total number of credits required for the degrees are capped, how the institution configures the credits can vary. Historically, general education has comprised one third of a 120-credit baccalaureate degree. There is a concern that to maintain a professional focus, there will be a push to reduce the general education. Committee members expressed a desire to maintain the minimum of 40 credits in the Minnesota Transfer Curriculum. The professional credits may need to be reduced; the waiver process would allow for protection of needed professional credits. Academic Programs Procedure 3.36.1 requires at least 30 credits of MN Transfer Curriculum credits in AS programs, 24 MnTC credits in the AFA and 15 MnTC credits in the AAS.

Issues to be resolved: Students are more upset about not being told what the requirement is and inconsistencies in credit length in the same program across the system. There are no blanket exemptions for any type of programs, including professional programs. Each program will need to apply for an exemption and provide rationale. Those that do get exemptions will need to review the program to see if they can reduce it. The program approval unit intends to bring faculty together to talk about how they can do it with consistency.

- Education programs need to prepare graduates in the content to be taught, education courses and general education.
- Engineering programs—ABET and other accrediting bodies are talking more in terms of outcomes than credits. ABET also has a general practice of approving programs between 128 and 132 credits—this is useful in terms of providing rationale for a waiver.
- Nursing—based on requirements for licensure, accreditation, and clinical, there may need to be exemptions for both 2 and 4-year level programs. It will depend upon the purpose of the program.
- Any articulation agreements will need to be reviewed and may need to be revised as curriculum is revised.
- Associate in Applied Science (AAS) degrees—there may be some reductions in general education if the college has had a requirement for more than 15 credits of general education in the AAS.
- Diplomas were not addressed in the degree cap legislation. However, other legislation (the Ness legislation) requires 1) that any college offering an AAS degree have a diploma

or a certificate in same area 2) if the college offers a diploma and an AAS in the same area, all diploma credits must transfer to the AAS. Therefore, if the AAS credits are reduced, the college may have to reduce the diploma. Generally, colleges have adhered to the Ness legislation. If there is an AAS, there needs to be a diploma, not the reverse. Faculty were concerned diplomas would disappear. Procedure 3.36.1 makes it clear that at least 15 credits from the Minnesota Transfer Curriculum are required for an AAS degree. The legislation specifies that diplomas may require general studies rather than general education. There are some diploma programs that require general studies or the college's general education rather than the MnTC for diploma programs. The Higher Learning Commission states that any program of substantial length (45 or more credits) must require an appropriate component of general education.

These issues will need to be resolved. That is the reason for the length of time to implement the policy.

Fiscal implications: Administrators suggested a look at how the degree cap will affect the allocation model and the fiscal implications for institutions. If the number of credits is cut back, it cuts back revenue—all these implications will be discussed. We do not know yet what the fiscal implications will be.

The simple answer to the question about how the degree caps will affect the general education is that it shouldn't have much impact on general education, unless the institution revisits its own general education requirements. The process is not over. Keep giving input. Proposed legislation was introduced February 14, 2008 to exempt the Associate in Applied Science. The current legislative session ends May 19, 2008. Faculty at some institutions and in some disciplines across the state or regionally are discussing possibilities and working on waivers. Some baccalaureate and associate degrees will be done quickly, others will take longer. January, 2009 is the deadline to have policy. The proposed implementation date is July, 2012. Students support the proposed waiver process and implementation date. If the parties agree, the implementation date is less likely to be a problem.

Proposals for Changes to Guideline #4

Guideline #4, delete "health/physical education",

- Cynthia Carow-Scheibe, Normandale Community College: The college submitted a proposal to include health in MnTC and documents to support it. All the faculty and administration at the college including the president support the proposal to have courses that meet the (MnTC) objectives to be considered for inclusion, and not by discipline. The college's definition of general education supports health to be part of liberal education. Health is part of being a good citizen. Some courses would be included under goal 9 (civic and ethical responsibility). Health and physical education can be graduation requirement of the college, but the college wants students to go beyond that to complete general education competencies related to health.
- Gary Cook, Anoka Ramsey Community College: The two proposals are very similar. Anoka Ramsey Community College supports the proposal all the way, including the president. Inclusion in the MnTC should be based on merit of course, instead of title. The college came from the Higher Learning Commission's definition of general education. Health and wellness courses do address complex global issues/societal problems.

Remove Guideline # 4,

- Lynn Schiller, North Hennepin Community College: The Academic Affairs and Standards Council looked at the mission, purpose and how the courses fit in. The courses must not only meet competencies but faculty must also evaluate them. The college had included the health courses, but discovered that the health courses had to be excluded, only because of designators. The guidelines are from 1994—it is time to reevaluate what is general education. What does liberal arts education do? It educates the whole person. The college found documentation to support this—the Commission Statement on General Education by Higher Learning Commission (HLC). These courses look at understanding diverse cultures—address multiple modes of inquiry, etc. The HLC statement doesn't say anything about designators. General education involves breadth. If we eliminate designators, we are not getting breadth. That is a disservice to students. General education includes “personal, social, and civic values.” North Hennepin Community College created general education opportunities, even experiential or off-campus opportunities. The college would like to reevaluate the 1994 (Minnesota Transfer Curriculum) document and redefine what general education is.

Questions and comments on proposals:

- The MnTC, 1994 document does not contain guidelines that exclude courses; is a more recent document that says that provision #4 is in force because of agreement of participating institutions. Where did the guidelines come from? Manuel Lopez, who was part of the Intersystem Collaboration group that developed the MnTC agreement, stated that the guidelines were developed by original oversight committee in 1994. They have been revised at least twice. The document was revised in 2003 due to the negotiation with the University of Minnesota faculty that allowed for the inclusion of intermediate world languages in Goal 8.
- Were the Guidelines revised when lower/upper division changed? No, that is addressed in a memo from Linda Baer (www.mntransfer.org)
- In using the HLC document as a rationale to eliminate #4—would hear same arguments from technical faculty for technical programs. Where would we differentiate? Would all technical courses be general education, too?
- The Normandale Community College proposal states that Health/Physical education transfers to University of Minnesota and refers to appendix A. Where is Appendix A? Contact Cynthia Carow-Scheibe for a copy.
- Does the University of Minnesota have a requirement for health/physical education for graduation? Was that why they agreed not to have it in MnTC? The University of Minnesota does not require health/physical education for graduation. The U of M doesn't include health/physical education in MnTC; but they accept the entire MnTC from a MN state college or university, even when it includes health/physical education, leading to a concern about consistency. The University of Minnesota is not impacted by the legislation requiring MN state colleges and universities to accept courses and goal areas as determined by the sending institution,
- Is the U of M adding another goal? The U of MN College of Liberal Arts Council on Liberal Education reviewed their liberal education (their MnTC) Preliminary Report of the Council on Liberal Education recommendations <https://www.myu.umn.edu/metadot/index.pl?iid=826509> (cut and paste into browser line). The Council recommended an additional theme area in Technology and Society. Recommendations will go through their senate and faculty senate and University

- curriculum approval processes. The Council on Liberal Education considered health and physical education, but decided against it—they wouldn't know what to delete, many already were taking physical education and involved in sports; supported importance of health/physical education. (see Appendix A on the U of M website)
- Where are programs going to be cut with 60/120 caps?
 - The proposal to remove “health/physical education” from guideline 4 would allow for health and physical education courses that meet other criteria to be included. It doesn't require health/physical education to be part of MnTC.
 - The effect may be to reduce the number of physical education credits if colleges and universities chose not to require health and physical education as a graduation requirement. Does it have to be either/or?
 - Could you give some examples of courses where the request would be to look not at prefix, but at content? Normandale Community College: nutrition in goal 3, drug use in goal 9; stress mgmt goal 9. Anoka Ramsey Community College: stress management is cross listed between health and psychology; psychology transfers, health doesn't. North Hennepin CC: sexuality in psychology transfers, the one in health doesn't. If a drug course is included in goal 9, it better be predominantly about ethics of drug use.
 - The case would be stronger if the faculty submits a syllabus to show how the student outcomes meet MnTC. Normandale CC has course outlines—look at competencies. The faculty needs to demonstrate how it meets the competencies, and outline shows that. The syllabus, if it were provided during approval, would be better. If the college or university makes the review depend on review of syllabi, course outlines, that might lead to better review process.
 - If Guideline #4 were removed, would we have to take occupational courses?
 - We would need to trust the integrity of each institution. NHCC determined that some health courses should be included in MnTC, some physical education courses did not meet them; did feel it was done with integrity.
 - Without the guidelines, if the faculty teaching the courses feels the courses belong in certain goal area and no other college has them in that goal area, there could be a battle with administrators. Other faculty members don't want to speak up against them.
 - The nature of universities has changed—criminal justice was imbedded in Sociology, now it is offered by Criminal Justice, which doesn't fit the MnTC. If a course used to be PHIL, it would fit into 6, 9.
 - Not sure we want to delete #4 without replacing it with something; many don't support a variety of majors; business, health/physical education; need to rewrite it.
 - The expansion of majors from 40 credits to 60/70 credits, causes problems for general education and the necessity for double counting.
 - Does the prefix matter or not? Group process can be in speech or psychology and would have very different slants depending on the discipline, so prefix does make a difference; the course may not transfer as equivalent from speech to a psychology course.
 - If the predominant component is theory in physical education course, it may make a difference; if 90% is practice, that would open up can of worms.
 - Nutrition—where institutions put it—biology or health? NHCC, either, if course outline shows it meets them.
 - A prior Transfer Oversight Committee created guideline #4. Is it within our discretion to unmake it or remake it? If so, are we then a policy-making body? The Board of Trustees approves policy. The charge of the Transfer Oversight Committee is to make recommendations to the Senior Vice Chancellor of Academic and Student Affairs. Any changes would need to be agreed to by the U of M.

- Is someone going to represent changes in world languages with the University of Minnesota? No formal proposal has been received proposing changes in world languages within the MnTC. Intermediate world languages have been limited to goal 8; some may be consistent with the competencies for goal 7.
- The importance of health/physical education is established. 2/3 of MN state colleges and universities have it as grad requirement.
- A problem with the MnTC was that in the beginning it was misrepresented what the MnTC was about—if course not in MnTC, you're "dead," don't think MnTC is vehicle to get job preservation, should be based on content.
- If the Transfer Oversight Committee supports this proposal, who has that discussion with the University of Minnesota? The Senior Vice Chancellor of Academic and Student Affairs will determine whether there is system support and whether we should recommend changes to the University of Minnesota. The Senior Vice Chancellor or designee would work with the University of Minnesota academic administrator to determine the process for considering those recommendations.

References:

- Proposals and Comments posted to <http://www.transfer.project.mnscu.edu>> Proposed changes—MnTC and Guidelines
- Suggestions for Guidelines and MnTC submitted with college and university MnTC review reports <http://www.transfer.project.mnscu.edu> >Institution's Reports for MnTC Review
- General Education Statement, 2003, Higher Learning Commission, www.higherlearningcommission.org

Uses of 2007 Core Student Outcomes Study Report <http://coreoutcomes.project.mnscu.edu>. Members were asked to consult with their constituents regarding this item for the 4/18/08 meeting.

Future Transfer Oversight Committee meetings:

- Thursday, March 6 2008, 2-4 pm. WFP Room 3310. Committee conversation with Linda Baer, Senior Vice Chancellor, Academic and Student Affairs. Agenda items: D grades, English, (Monte) 300/3000 level courses—no longer designate that MnTC needs to be lower division, proposals, MnTC review
- Friday, April 18, 2008 10 am -2pm. WFP Room 3304. Send requests for staff analysis of MnTC Review reports to joann.simser@so.mnscu.edu . Proposed agenda items:
 1. Recommendations on proposed Guideline changes
 2. Uses of 2007 Core Student Outcomes Study Report <http://coreoutcomes.project.mnscu.edu>

FYI:

1. Transfer Orientation for Transfer Specialists Feb 19-20,2008 www.transfercenter.project.mnscu.edu
2. Realizing Student Potential/I Teach Conference Feb 28-March 1, 2007-sessions: Transfer Matters...(Advising Transfer Students) and Roundtable on MnTC <http://www.ctl.mnscu.edu/> >Events