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## MEMORANDUM

**DATE:** March 2, 2005

**TO:** Presidents  
Provosts  
Chief Academic and Student Affairs Officers  
Deans

**FROM:** Linda L. Baer, Sr. Vice Chancellor for Academic and Student Affairs

**SUBJECT:** Inclusion of Upper Division Courses in the  
Minnesota Transfer Curriculum

I would like to commend all of our colleges and universities for continuing to make transfer a high priority and improving seamless transfer of completed MnTC courses, goal areas, and the completed 40-credit package for students. The Board of Trustees remains interested in hearing updated reports of what is being done to retain high-quality transfer standards. Moreover, with some members of Congress making overtures about the creation of federal transfer legislation, we have an even greater need to resolve as many outstanding transfer issues within our System as possible.

To that end, the Minnesota State Colleges and Universities Transfer Oversight Committee has been working to identify and recommend solutions to issues that have developed over the decade since the early implementation of the MnTC. One of those issues is the inclusion of upper division courses in the Minnesota Transfer Curriculum.

At the time that the Minnesota Transfer Curriculum was implemented, Minnesota State Colleges and Universities was not yet a system. The state universities, within their mission, had a history of including general education courses throughout the four years of a student's baccalaureate degree program. Over the past decade, the state universities have implemented the MnTC in a variety of ways, by including, in some cases, upper division courses. Only the State Universities may offer upper division courses.

The mission statement of the Minnesota Transfer Curriculum reads, “All competencies will be achieved at an academic level *appropriate*\* to lower-division general education.” (MnTC, 1994) This mission statement has been discussed by the Transfer Oversight Committee, and I agree with their consensus that it is realistic to accept that there are upper division courses that meet these competencies. These courses have existed throughout the history of general education in our state universities. It is not our intent to implement the MnTC in a manner that forces the state universities to redefine their missions or to redistribute their courses into only the first two years of a student’s education. It is more important that upper division courses designated for the MnTC are truly general education courses and meet the Guidelines for the Review and Design of a Minnesota General Education Transfer Curriculum. It is also to be understood that upper division course work must not be the only way for transfer students to meet any of the goal areas.

The Transfer Oversight Committee continues to look into issues that affect the delivery of a high-quality Minnesota Transfer Curriculum and brings these issues to my attention. I will communicate my interpretation of these issues as a means of assisting our institutions in implementing the Minnesota Transfer Curriculum in the best way possible, as warranted.

Please distribute this memorandum to your faculty and staff as you deem appropriate, including chairs of your curriculum committee.

Thank you.

c: James McCormick, Chancellor  
Transfer Specialists

\* Italics added for emphasis