DATE: October 14, 2008

TO: Chief Academic Officers

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

SUBJECT: ASA-2008-15 – Inclusion of First Year World Languages in the Minnesota Transfer Curriculum (MnTC), Revision of Guidelines for the Review and Design of a Minnesota Transfer Curriculum (Procedure 3.37.1)

Effective immediately for Minnesota State Colleges and Universities, all first year world languages and intermediate world languages, including American Sign Language and Native American languages, such as Anishinaabe and Ojibwa, may be included in only Goal 8 Global Awareness of the Minnesota Transfer Curriculum.

Rationale: Each college and university reviewed each course included in its Minnesota Transfer Curriculum in 2006-2008. The Transfer Oversight Committee recommended that first year world languages be included in Goal 8 in response to a proposal submitted during the review that was overwhelmingly supported by college and university faculty, deans and chief academic officers. The rationale for the proposal, documentation that first year language meets global perspectives and trans-cultural competencies, national foreign language standards, references and comments are available on the Web site www.transfer.project.mnscu.edu. The committee considered the University of Minnesota and the state university admission requirements for two years of high school world language, usually considered to be equivalent to one year of college level world language. The universities have procedures that allow students who are admitted with deficiencies to make up those deficiencies within the first year of enrollment. State colleges do not have a world language requirement for admission, Policy 3.04 Undergraduate Admission Requirements.

Procedure 3.37.1 requires that “Each system college and university shall use the following criteria as published on the Minnesota Transfer Curriculum Review Web site: www.transfer.project.mnscu.edu to ensure consistency of implementation of the Minnesota Transfer Curriculum across the system:

2. Guidelines for the Review and Design of a Minnesota Transfer Curriculum.
3. Minnesota Transfer Curriculum Agreement.”
The Minnesota State Colleges and Universities Guidelines for the Review and Design of a Minnesota Transfer Curriculum is revised by deleting “first year world languages” from Guideline 4 in accordance with the recommendation from the Transfer Oversight Committee. This revision will allow a college or university to include first year world language in its Minnesota Transfer Curriculum as long as the remaining criteria are met. The revised Guideline 4 is as follows:

4. Some disciplines are excluded by decision of the collaboration 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.

The Minnesota Transfer Curriculum Agreement, 1994, states that “Each college or university’s transfer curriculum will be developed by its faculty to meet the goals and competencies accepted by all systems.” Each college and university must determine whether each first year world language course meets the Goal 8 description and competencies and whether student performance is assessed on those competencies.

Each college and university must communicate its Minnesota Transfer Curriculum (Policy 3.37 and Procedure 3.37.1 Minnesota Transfer Curriculum www.mnscu.edu) and the impact of its decision regarding first year world language courses to students:

Once a Minnesota state college or university has included first year world language in Goal 8, the “course must be accepted for full credit in that area of emphasis at all Minnesota state colleges and universities.” 2001 Omnibus Higher Education Bill.

The University of Minnesota will accept the entire Minnesota Transfer Curriculum as determined and documented by a Minnesota state college or university. If a student has not completed the entire Minnesota Transfer Curriculum at a system college or university, the University of Minnesota shall determine how each course meets Minnesota Transfer Curriculum requirements and therefore the student may not receive credit towards the Minnesota Transfer Curriculum for a first year language course.

The Program Collaboration and Transfer staff at the Office of the Chancellor will continue to provide support for implementation of the Minnesota Transfer Curriculum. For more information or assistance please contact the following staff:

JoAnn Simser, System Director, joann.simser@so.mnscu.edu 651-297-2285 or Louise Hoxworth, Program Manager, louise.hoxworth@so.mnscu.edu 651-649-5743.
Please share this memo with faculty, curriculum committee chairs, administrators and staff at your college or university who are involved with determining the Minnesota Transfer Curriculum and with communicating that to students. We appreciate your guidance and cooperation in the implementation of this change.

Enclosure

c: Presidents
   Chief Student Services Officers
   Transfer Specialists
   Transfer Oversight Committee
   Kelly Asche, Minnesota State University Student Association
   Jessica Medearis, Minnesota State College Student Association
   Robert McMaster, University of Minnesota
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.