The MN Transfer Curriculum is a unified response from public higher education to the changing needs of students. It offers to students high-quality general education and seamless progress toward a baccalaureate degree regardless of where they begin their education and where they finish.

DESIGNED BY FACULTY REPRESENTATIVES of the
MN Community Colleges       MN Technical Colleges
MN State Universities        University of Minnesota

February 1994
PREFACE

The Minnesota Transfer Curriculum is a collaborative effort among all two- and four-year public colleges and universities to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other institution. Students who complete a curriculum are certified in the ten areas of competency by faculty at the sending institution.

Students who choose not to complete a transfer curriculum will continue to have their courses evaluated for transfer by existing lists of course equivalencies.

Admission to any institution is an issue separate from transfer. All transfer students must continue to meet admission requirements (usually a grade point average for institutions or prerequisites for specific programs) when they transfer.

This document has four parts:

**Section I, “Student Transfer – A New Approach”** reviews the changes that led to definition of a new transfer curriculum and the faculty guidelines that shaped it.

**Section II, “The Minnesota Transfer Curriculum,”** provides detail about the competencies expected for general education that will transfer.

**Section III, “Structures to Support the Transfer Curriculum,”** explains the faculty communication network that will support successful student transfer.

**Section IV, “Implementation Steps and Timetable,”** outlines the key steps and the timetable for implementing the transfer curriculum across all four public systems of higher education.
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I. STUDENT TRANSFER – A NEW APPROACH

CHANGING NEEDS

Student transfer of credit is an important issue for higher education in Minnesota and most other states. Changes in student attendance patterns and more requests for transfer of credit have led to changes in the policies and agreements for the credits most often transferred across systems and intersystem: those in lower-division "general education" or "liberal education." Those credits are the focus of the Minnesota Transfer Curriculum.

Transfer in the 1970s and 1980s

In the past, when transfers were few in number, they could be handled with relative ease by faculty and staff advising individual students who sought assistance in transfer planning. At the time of transfer, a student presented a transcript; it was reviewed by an admissions officer or registrar and a decision was made. Informal contacts between admissions staff in various colleges provided answers for questions about the nature and content of course work. With more students choosing to transfer, emphasis shifted during the 1980s to development of formal agreements designed to cover larger groups of students.

Change in students

These agreements were progressive for their time and worked well for students who followed the pathways, but they do not adequately serve the needs of the 1990s transfer student. The problems apparent in the 1980s agreements include: confusion caused by too many transfer agreements, the lack of agreements between four-year institutions, and too little attention to the quality and coherence of general education for those students who attend more than a single institution. These drawbacks are compounded by continued growth in the number of college students and by increasing variety in patterns of attendance. Today's students are more likely to work part-time, stop out along the way to a degree, travel, move, begin at a two-year college, transfer from one four-year institution to another, change a major and, as a reflection of the nation's demographics, to be more representative of our country's growing racial and ethnic variety. Therefore, the policies and agreements developed for the 1980s are in need of revision.

NEW RESPONSES

Transfer in the 1990s

In 1991, Minnesota's four public higher education systems (the University of Minnesota, the State University System, the Community College System and the Technical College System) began planning a new approach to transfer. Under the "academic model for transfer," as it is called in national research, faculty and staff in all colleges and universities view transfer of credits and student success as a responsibility they share with students.

- The “academic model”: shared responsibility
System and faculty participation

The Minnesota plan for transfer spells out responsibilities for student transfer of credit. Systems' chief academic officers, who develop boards’ and regents’ policies that address curriculum and transfer, establish a common agenda and set goals. Faculty meet across systems to compare courses and programs, to discuss teaching issues, and to coordinate their expectations of student performance. Student services staff provide students with clear information and simplified transfer processes. Collection and analysis of data on transfer student performance and progress provide information on how well transfer works. This new approach to transfer is driven by two considerations: (1) assurance of a quality educational experience across institutions and (2) a student-centered focus that requires institutions to help students plan for transfer and facilitate their progress.

- Quality experience, student focus

LEGISLATIVE CONCERNS
Concerns, possible solutions and Mandate

Even as the new transfer agenda was being defined, the 1991 Minnesota State Legislature raised the transfer issue in legislative committee meetings. Legislators were responding to constituents who generally complained about loss of credits when they transferred or about complicated procedures and rules regarding credit transfer. The perception, neither supported nor refuted by the data available on transfer, seemed to be that problems were numerous. Several possible solutions were familiar to legislators: plans enacted in other states such as common course numbering systems, course equivalency guides available to students electronically, and legislated transfer pathways. The result in 1991 legislation was a mandate by the Legislature to the Higher Education Advisory Council:

"By September 15, 1991, the higher education advisory council shall resolve differences and inconsistencies within and among the post-secondary systems relating to educationally sound transfer of credit policies, including system policies on the award of credits, transferability of general education components, use of tests for determining credit or proficiency, development of a transfer curriculum to satisfy lower division requirements, and provision and use of appeals processes. Each system also shall review and update its existing credit transfer policy. The post-secondary systems shall devise and implement procedures for exchanging information that documents the performance and progress of individual students who transfer between systems. The legislature intends that credit transfer policies provide for the broadest and most simple mechanisms that are feasible while protecting the academic quality of institutions and programs." (Ed.: Underlining added) Laws of Minnesota, 1991, Ch. 356, Art. 2., Sec. 8.

THE TRANSFER AGENDA
Systems’ Agreements

Work on the new transfer agenda progressed and a report on that progress was delivered to members of the Senate Finance Committee (Higher Education Division) and the House Appropriations Committee (Education Division) on Monday, September 16, 1991. In December 1991, the Chancellors of the Minnesota State University System, the
Minnesota Community College System, the Minnesota Technical College System and the President of the University of Minnesota signed a joint agreement committing their systems to accept responsibility for transfer and to implement a common transfer agenda. That agreement and an overview of the full transfer agenda are in Appendices A and C.

DEFINITIONS, GUIDELINES, AND DESIGN OF A TRANSFER CURRICULUM

Definition, Lower-division general education

The Minnesota Transfer Curriculum is the means by which students transfer their completed lower division general education work at one public college or university to meet lower division general liberal education requirements at any public college or university in Minnesota. The specified transfer curriculum would be accepted as a package. This approach allows for transfer of general education from two-year colleges to universities or for transfers from one university to another.

Faculty-certified
All such "packaged courses" or transfer curricula must be certified by the faculty of the sending institution as meeting the goals and student competencies for general education agreed to by representatives of all public higher education systems.

Faculty-designed, A package, College to University, University to University

THE TRANSFER CURRICULUM

is -- based on broad goals and student competencies for lower-division general education
is NOT -- a specified number of credits earned in each curriculum area
is -- general education courses selected by each institution's faculty to teach skills, meet knowledge objectives, and address broad interdisciplinary themes
is NOT -- a list of core required courses
is -- transferred as a package
is NOT -- reviewed course by course for acceptance by the receiving college
is -- good for transfers between systems and between institutions within systems
is NOT -- limited to transfers from two-year to four-year institutions/systems

Statewide Agreement

is -- a statewide system-to-system agreement
is NOT -- an institution-to-institution agreement

“Universities” refers to the University of Minnesota and the seven universities in the State Universities System. “Two-year colleges” refers to community colleges and technical colleges. Only two technical colleges offer general education for transfer. All others have cooperative agreements whereby community colleges or universities provide the general education courses required in an associate in applied science degree program.
GUIDELINES

The following are guidelines for establishing a transfer curriculum. Recommended by faculty and staff, they have been accepted by all public systems.

60 quarter-credit minimum
   A. All systems working together will determine the goals and student competencies. A minimum of 60 quarter credits in general education will be required for each institution's transfer curriculum.

Faculty-developed Common goals
   B. Each college or university's transfer curriculum will be developed by its faculty to meet the goals and competencies accepted by all systems.

Flexibility
   C. There will be some differences in each faculty's approach to designing a transfer curriculum. That is, the ends or goals are the same, but the means may vary.

Relationship-courses, credits
   D. Some institutions may choose to achieve some competencies through an "integrated" approach where the competencies are addressed in courses across the curriculum. Specifying a minimum of 60 quarter credits does not imply that there is a direct correspondence between areas of emphasis and individual courses.

Equivalent, comparable
   E. The expectation of all institutions is equivalent learning in comparable courses or programs.

Associate in Arts
   F. The community colleges, associate in arts (AA) degrees will be designed to meet the goals of the transfer curriculum.

Associate in Applied Science
   G. Transfer arrangements will be made for general education (usually 32-45 quarter-credits) required by associate in applied science (AAS) degree programs. AAS students at all but two technical colleges take their general education courses from community colleges, state universities, or a branch of the University of Minnesota.

Associate in Science
   H. Each associate in science (AS) degree transfers as a package to a specific baccalaureate program. Because each AS is designed to fulfill specified prerequisites (e.g. engineering, nursing), continued use of articulation agreements is the transfer method of choice.

Competency certified
   I. Each faculty will certify its students’ satisfactory completion of its institution's transfer curriculum (or confer an associate in arts degree). Certification represents a student's attainment of the goals and student competencies of the Transfer Curriculum.
Lower-division general education

J. Completion of an institution's identified transfer curriculum (or an associate in arts degree) will satisfy the lower-division general education requirements at any public university.

Graduation requirements

K. Universities will set any upper division general education requirements so that students who complete a transfer curriculum will not be required to take any more general education credits than a native student in the same degree program would be required to take.

L. Some institutions will have graduation requirements that are not part of general education or part of a major.

Prior transfer agreements

M. All prior system or institutional transfer agreements are assumed to be in effect unless or until action is taken to replace or cancel them. (See list in appendix B.)

DESIGN

Development by faculty

The MN Transfer Curriculum (MNTC) is designed by faculty representatives from the systems that will use it: the Minnesota Community College System, the Minnesota State University System, the Minnesota Technical College System, and the University of Minnesota. The MNTC consists of goals, competencies, and a minimum credit requirement. It remains the prerogative of individual faculties to determine how their curriculum will meet the goals and competencies.

Development Process, Basis for design

The timeline in Section IV of this document fully delineates past, present, and future processes for development of the MNTC. Since July of 1991, faculty representatives from the four systems have gathered at meetings and workshops to discuss the total transfer curriculum and to draft the goals and competencies presented in Section III. Recent efforts of many colleges and universities to revise their general/liberal education curricula serve as a foundation for the transfer curriculum design.

Affirmation of Faculty responsibility, Curriculum flexibility, Discipline/program input

It is the responsibility of each institution’s faculty to review their current approach to general/liberal education, to assess it in light of the MN Transfer Curriculum, and to determine how the MNTC will be implemented on their campus. The intent of the MNTC is to assure a consistent approach to general/liberal education across the state’s four systems; it does not mandate a core of courses and does not impose maximum credit limits. Institutional/faculty autonomy is preserved through campus determination of course development and competency fulfillment. The campus faculty curriculum committees are supported by a communication network of articulation councils made up of faculty from each of the systems and representing a single discipline or program area (see Section III). Throughout the design process, and when the transfer curriculum is implemented, these councils, along with an intersystem faculty oversight committee, will provide ongoing networking, review, and oversight of the MNTC.
Faculty input
Faculty members are encouraged to participate in the design process through the mechanisms appropriate on their campuses or within the systems.

II. THE MINNESOTA TRANSFER CURRICULUM
Goals and Student Competencies

Foreword
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 -- all essential to meeting individuals’ social, personal, and career challenges in the 1990s and beyond. The competencies people 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 at an academic level appropriate to lower-division general education.

There are ten areas of emphasis:

1. Communication                      6. The Humanities and Fine Arts
2. Critical Thinking                  7. Human Diversity
3. Natural Sciences                   8. Global Perspectives
   Behavioral Sciences

Students who complete a transfer curriculum will be expected to use computers, libraries, and other appropriate technology and information resources. Institutions should assure integration of these skills in courses throughout the general education curriculum.
1. Communication

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

**Student Competencies:**

Students will be able to

a. understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

b. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

c. locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.

d. select appropriate communication choices for specific audiences.

e. construct logical and coherent arguments.

f. use authority, point-of-view, and individual voice and style in their writing and speaking.

g. employ syntax and usage appropriate to academic disciplines and the professional world.

2. Critical Thinking

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

**Student Competencies:**

Students will be able to

a. gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

b. imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

c. analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

d. recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
3. Natural Sciences

**Goal:** To improve students’ understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

**Student Competencies:**

**Students will be able to**

a. demonstrate understanding of scientific theories.

b. formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.

c. communicate their experimental findings, analyses, and interpretations both orally and in writing.

d. evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

4. Mathematical/Logical Reasoning

**Goal:** To increase students’ knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota’s public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra. *(Recommendation from the intersystem Mathematics Articulation Council. Adopted by all Systems in February 1992.)*

**Student Competencies:**

**Students will be able to**

a. illustrate historical and contemporary applications of mathematical/logical systems.

b. clearly express mathematical/logical ideas in writing.

c. explain what constitutes a valid mathematical/logical argument (proof).

d. apply higher-order problem-solving and/or modeling strategies.
5. History and the Social and Behavioral Sciences

**Goal:** To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Student Competencies:**

**Students will be able to**

a. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

b. examine social institutions and processes across a range of historical periods and cultures.

c. use and critique alternative explanatory systems or theories.

d. develop and communicate alternative explanations or solutions for contemporary social issues.

6. The Humanities and Fine Arts

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

**Student Competencies:**

**Students will be able to**

a. demonstrate awareness of the scope and variety of works in the arts and humanities.

b. understand those works as expressions of individual and human values within an historical and social context.

c. respond critically to works in the arts and humanities.

d. engage in the creative process or interpretive performance.

e. articulate an informed personal reaction to works in the arts and humanities.

7. Human Diversity

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

**Student Competencies:**

**Students will be able to**

a. understand the development of and the changing meanings of group identities in the United States, history and culture.
b. demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.

c. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

d. describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

e. demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

8. Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Student Competencies:
Students will be able to
a. describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.

b. demonstrate knowledge of cultural, social, religious and linguistic differences.

c. analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

d. understand the role of a world citizen and the responsibility world citizens share for their common global future.

9. Ethical and Civic Responsibility

Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

Student Competencies:
Students will be able to
a. examine, articulate, and apply their own ethical views.

b. understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.

c. analyze and reflect on the ethical dimensions of legal, social, and scientific issues.

d. recognize the diversity of political motivations and interests of others.

e. identify ways to exercise the rights and responsibilities of citizenship.
10. People and the Environment

**Goal:** To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

**Student Competencies:**
**Students will be able to**

- a. explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- b. discern patterns and interrelationships of bio-physical and socio-cultural systems.
- c. describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- d. evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- e. propose and assess alternative solutions to environmental problems.
- f. articulate and defend the actions they would take on various environmental issues.
## HOW THE TRANSFER CURRICULUM WORKS

| Broad Goals for liberal or general education | **All institutions agree.**  
**Process:** Faculty recommendation and review. |
|-----------------------------------------------|------------------------------------------------------------------|
| Student competencies to meet the broad goals | **All institutions agree.**  
**Process:** Faculty recommendation and review. |
| Each institution’s transfer curriculum--
required study and restricted electives that meet the goals and develop the student competencies expected from general education. | **Individual institution decides:**  
**Process:** Faculty of each institution determines its transfer curriculum, selecting and designing appropriate courses. |
| Students select courses that develop in them the competencies that meet the goals of general education. They receive an associate in arts degree or complete the transfer curriculum. | **Individual institution decides:**  
**Process:** Faculty of the institution where they student does the work certifies attainment of goals/requirements. |
| Students transfer to baccalaureate institutions. | **All institutions agree.**  
**Process:** Receiving institutions accept the curriculum to meet all lower-division general education requirements. |
III. STRUCTURES TO SUPPORT MAINTENANCE OF THE TRANSFER CURRICULUM

An Oversight Committee for the Minnesota Transfer Curriculum

PURPOSE OF THE COMMITTEE: The committee's purpose is to review implementation of the Minnesota Transfer Curriculum (MNTC) -- providing oversight that assures appropriate, high quality general education for students who transfer within the four public post-secondary systems.

RESPONSIBILITIES: The committee will review and report to the systems on the functioning of the MN Transfer Curriculum. Review and reporting will include the following:
   a. Development of criteria to evaluate the functioning of the Transfer Curriculum.
   b. Monitoring of data on transfer students' performance.
   c. Identification and discussion of faculty issues and concerns relating to the Transfer Curriculum.

RELATIONSHIP TO OTHER GROUPS: There should be an active relationship between the "No Name Committee" and the Oversight Committee. Members of the Oversight Committee will be appointed by usual system procedures and charged by the council of chief academic officers or "No Name" Committee.

MEMBERSHIP: Following their approval of the MN Transfer Curriculum proposal, each system will appoint two faculty members representing different knowledge areas and one administrator from academic affairs or instruction to the Oversight Committee.

MEETINGS: As needed to address responsibilities. Minimum twice a year.

ARTICULATION COUNCILS

PURPOSE OF THE ARTICULATION COUNCILS: Each articulation council -- an intersystem group of faculty members from a single discipline or program area -- is part of the structure for continuing faculty communication across system and institutional boundaries. The councils' purpose is to help build the essential base of knowledge, understanding, trust, and mutual respect that supports equitable treatment of students who transfer.

RESPONSIBILITIES: Articulation councils discuss course goals and content, pedagogy, student requirements, and issues of concern in each field. The goals are:

1) to improve articulation of disciplines and selected program areas,
2) to provide assurance of comparable, appropriate preparation of students across systems,
3) to recommend for systems, and institutions, consideration and adoption strategies to achieve 1 and 2.

RELATIONSHIP TO OTHER GROUPS: Members are appointed by usual system procedures and charged by the council of chief academic officers or "No Name" Committee.
MEMBERSHIP: Presently, three or four faculty members from each system are appointed to each articulation council.

MEETINGS: As needed to address responsibilities, usually one to three meetings per academic year.

IV. IMPLEMENTATION STEPS, TIMETABLE

ACTIVITIES COMPLETED

Some of the activities completed July 1991 to February 1993:

1. A workshop for faculty and administrators from all systems identified broad goals and made recommendations concerning a MN Transfer Curriculum. (July, 1991)
2. Four intersystem regional workshops for faculty from all systems reviewed the proposal for a MN Transfer Curriculum. (November, 1991)
3. An articulation council met in mathematics and made recommendations that were accepted by all systems. (Feb. 1992)
4. Ten faculty groups met to draft student competencies in the skill/knowledge/theme areas of the curriculum. (March - April, 1992)
5. Each system’s curriculum committees, task forces, or other groups concerned with general education critiqued the proposed goals and student competencies. (Sept.-Oct., 1992)
6. All systems, academic vice presidents or deans met to review the transfer initiatives. (Sept. 1992)
7. Faculty from all systems met in a general education workshop to review campus responses and make recommendations for draft 2 of the transfer curriculum. A credit minimum for general education was set at 60 credits. (Oct. 1992)
8. A committee of faculty from all systems met to redraft the Transfer Curriculum proposal, incorporating recommendations from the workshops and campus committees. (Jan. 1993)
10. Draft 2 of the transfer curriculum was distributed to all institutions for discussion. (Mar. 1993)
11. Colleges and universities held discussions of the proposed MN Transfer Curriculum. (Articulation Councils also discussed Draft 2. March to Oct., 1993)
12. College and universities’ faculty provided written responses to Draft 2. (November 1, 1993)
13. All written responses were reviewed by an intersystem faculty committee. (Recommendations for the final version of the MNTC were sent to the chief academic officers. (Jan. 13 and 14, 1994)
STEPS REMAINING

1994
February 1. Systems endorse of the MNTC for approval.

February 2. Adopting campuses begin work on design of their Transfer Curricula.

Spring 3. Additional articulation councils are appointed by the chief academic officers. Existing councils continue to meet.

Spring 4. The Intersystem MNTC Oversight Committee has its first meeting. Each system appoints two faculty members and one administrator to the committee.

Spring 5. Campuses begin work on design and implementation of the MNTC.

Fall 6. Systems complete the MNTC approval process. Initial implementation of the MNTC begins.

1995
Fall 7. The MNTC is fully implemented.
APPENDICES
APPENDIX A-2

Minnesota Public Higher Education
Transfer Agreement
December 7, 1991

Preamble: The state of Minnesota has established an array of higher educational institutions, including the University of Minnesota, State Universities, Community Colleges and Technical-Colleges. The people of Minnesota and the Legislature expect and believe that these institutions operate in full partnership, with a broad understanding within each system of the degrees and programs offered by the others. Given this understanding, it follows that responsibility for making student transfers between institutions simple and efficient rests with the systems of higher education.

Statement of Agreement

We, the undersigned, agree that the public higher education systems of Minnesota -- the University of Minnesota, State Universities, Community Colleges and Technical Colleges --

- accept the responsibility for making the transfer of credits from one institution to another a simpler, more predictable process for students,

- agree that accountability for making this process work rests with the higher education systems and institutions.

We agree to discharge this responsibility for transfer through a well-designed network of further agreements and relationships that honor the following principles:

Principles

- All students, transfer and non-transfer, will receive comparable treatment.

- Institutions will continue efforts to improve students' access to information about transfer and to simplify the processes of transfer.

- For their part, students will be expected to plan for transfer using the information and assistance available at all institutions.

- A standard of quality for general education will be insured across all systems.

- On each campus authorized by legislated mission and accredited to offer general education, faculty will develop coherent, educationally-sound curricula that meet the general education goals and objectives accepted by all systems.

- Faculty and administrators will have opportunities for communication across systems.

- The success of transferring students will be evaluated through the collection and analysis of performance data.
APPENDIX B

EXISTING TRANSFER AGREEMENTS

THESE WILL REMAIN IN PLACE UNLESS OR UNTIL ACTION IS TAKEN TO CHANGE OR REPLACE THEM.

Agreements for transfer of the Associate in Arts degree.

With an Associate in Arts Degree, transfer students meet lower-division general education requirements at the following receiving institutions:

a. the State Universities (1985)

b. the University of Minnesota, College of Liberal Arts, Twin Cities (1991)

c. the University of Minnesota, Morris or Duluth

Joint admissions agreements

There are several dozen agreements between individual state universities and community colleges that allow students to submit one application and receive admission to a community college and deferred admission to a state university.

Agreements for transfer of the Associate in Science degree

These agreements -- specific to a single program such as engineering or nursing -- are between community colleges and various state university and University of Minnesota programs. Each of the many agreements lays out the appropriate lower-division courses for a student preparing for admission to a specific upper-division program.

Agreements for transfer of credits in the Associate of Applied Science degree program.

Articulation guides between community colleges and baccalaureate institutions specify course equivalencies for general education (and some occupational) courses. Policies developed by the State Universities and the Community College System allow for transfer of the general education courses in an associate in applied science degree program and for up to 24 additional electives that can include occupational courses. Transfer of occupational courses beyond the 24 elective credits must be approved by the receiving institution as equivalent to courses they offer. Presently, systems are working on an updated policy for design and transfer of the general education in associate in applied science programs.
APPENDIX C

THE MINNESOTA TRANSFER AGENDA

STANDARDS AND PROCEDURES FOR TRANSFER

1. The student experience
   - Common standards
   - Clear information
   - Transfer Specialists
   - Student right of appeal
   - Hotline
     Fall 1992

ARTICULATION COUNCILS

2. Faculty connections
   - Faculty meetings
   - Improved communication
   - Quality assurance
     1992, Ongoing

TRANSFER CURRICULUM

3. General Education Curriculum
   - Common goals/competencies
   - Meets lower division general education requirements at any public institution
   - Faculty certification, oversight
     Beginning, 1994

DATA

4. Transfer Data Collection
   - Common data elements
   - Analysis, exchange
     1992, Ongoing

A joint project of Minnesota colleges and universities.
APPENDIX D

The people who have participated in developing the concept, design, review, and redraft of the Minnesota Transfer Curriculum – The Office of Intersystem Collaboration is responsible for coordinating and staffing intersystem meetings and committees.

November 1990-January, 1994

Transfer and Articulation Policy Committee, November 1990

<table>
<thead>
<tr>
<th>MN Community Colleges</th>
<th>MN Technical Colleges</th>
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<tbody>
<tr>
<td>Frederick Capshaw, North Hennepin CC</td>
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<td>Angie Bomier, Mankato SU</td>
<td>Linda Ellinger, U of M</td>
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<td>Leslie Duly, Bemidji SU</td>
<td>Anne Hopkins, U of M</td>
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<td>Manuel Lopez, MN SU System</td>
<td>alt. Matt Dion, U of M Twin Cities</td>
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<td>James Preus, U of M Twin Cities</td>
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Faculty Leadership/No Name Committee Dinner Meeting, February, 1991

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<tr>
<th>Community Colleges</th>
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<tr>
<td>Neil Christenson</td>
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<td>Lawrence Litecky</td>
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<tr>
<td>Ronald Williams</td>
<td>W. Andrew Collins*</td>
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<tr>
<td>MN CC Faculty Assn.</td>
<td>of MN, Twin Cities</td>
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<th>State Universities</th>
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<td>Carl Carlson</td>
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<td>Stephen Frank</td>
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<td>Linda Bunnell Jones</td>
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<tr>
<td>Mary Hickerson</td>
<td>Louisa Smith, Mankato SU</td>
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<td>Terry Dilley</td>
<td>Leo Abbott, U of M, TC</td>
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<td>Colleen Thompson</td>
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<td>Ron Williams</td>
<td>Craig Swan, U of M, TC</td>
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<td>Nancy Wangen, Intersystem Coll</td>
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<td>Craig Swan, U of M, TC</td>
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<td>Larry Shellito, Alexandria TC</td>
<td>Nancy Wangen, Intersystem Coll</td>
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1991 Summer Workshop on the Transfer Curriculum

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<th>Community Colleges</th>
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<td>Terry Dilley, Austin CC</td>
<td>Philip Keith, St. Cloud SU</td>
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<td>Bruce Hixson, Lakewood CC</td>
<td>Linda Lammwers, St. Cloud SU</td>
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<td>Jerry Isaacs, Inver Hills CC</td>
<td>Manuel Lopez, MN SU System</td>
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<td>Larry Litecky, Minneapolis CC</td>
<td>Louisa Smith, Mankato SU</td>
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<tr>
<td>Colleen Thompson, Willmar CC</td>
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<td>Ron Williams, MN CC System</td>
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Regional Workshops on the Transfer Curriculum -- November 1991

<table>
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<th>System representatives at all meetings:</th>
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<tr>
<td>Craig Froke, MTCS</td>
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<td>Ron Williams, MCCS</td>
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<td>Nancy Wangen, Intersystem Collaboration</td>
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<tr>
<td>November 4, Grand Rapids</td>
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<tr>
<td>Jim Clarke, Itasca CC</td>
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<td>Paul Kess, Vermilion CC</td>
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<td>Mike Meirick, Itasca CC</td>
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*invited, not in attendance

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<th>November 13, Eden Prairie</th>
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<tr>
<td>Carlyle Davidsen, Anoka Ramsey CC</td>
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<td>Cheryl Frank, Inver Hills CC</td>
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<td>John Kronholm, Minneapolis CC</td>
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<td>Gary Langer, Lakewood CC</td>
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Kathy Nelson  Vermilion CC  Joe McCulloch  Normandale CC
Isabelle Schmidt  Rainy River CC  Peter Meinisma  Anoka Ramsey CC
Pedro Rocha*  Mesabi CC  Don Rebertus  Normandale CC
November 6, St. Cloud  Marty Reibert  Inver Hills CC
Ralph Jansen  Willmar CC  Gayla Shoemake  North Hennepin CC
Kevin Halvorson*  Willmar CC  November 15, Mankato
Kenneth Peeders  Fergus Falls CC  Cheryl Avenel-Navara  Worthington CC
Sharon Fodness  Brainerd CC  Linda Balk  Austin CC
Virginia Portmann  Fergus Falls CC  Dale Carlson*  Worthington CC
Stephen Long*  Brainerd CC  DeWaine Silker  Rochester CC
November 15, Mankato  Gloria Vogt*  Rochester CC
Val Swanson*  Willmar CC

MN State Universities

November 4, Grand Rapids
Rod Henry  Bemidji SU  November 13, Eden Prairie
Dave Kingsbury  Bemidji SU  Ralph Anderson  Metro SU
Ken Lundberg  Bemidji SU  David Crockett  Metro SU
Carol Milowski  Bemidji SU  Cyndy Crist  MN SU System
Jon Quistgaard  Bemidji SU  Mary Dressel  Metro SU
Kathryn Smith  Bemidji SU  Pat Lipetzky  Metro SU
Maureen Thomas*  Bemidji SU  Mary Martin  Metro SU
November 6, St. Cloud  Gary Seiler  Metro SU
Carol Dobitz  Moorhead SU  November 15, Mankato
Ted Gracyk  Moorhead SU  Angie Bomier  Mankato SU
Al Greig*  St. Cloud SU  Lowell Eberwein  Southwest SU
Phillip Keith  St. Cloud SU  Thad Radzilowski  Southwest SU
Linda Lamwers  St. Cloud SU  Doug Sweet  Winona SU
Sherwood Reid  St. Cloud SU  Richard Wintersteen  Mankato SU
Annette Schoenberger  St. Cloud SU
Claudette Sutton  Moorhead SU

MN Technical Colleges

November 4, Grand Rapids
Mary Jacquart  Hibbing TC  November 13, Eden Prairie
Diane McMillan*  Duluth TC  Jed Coller  Anoka TC
Barb Lee  Bemidji TC  Dianne Michels  Minneapolis TC
Olive Goldesberry*  Thief River Falls TC  Pamela Fletcher  Hennepin TC, B.Pk
Tom Radtke  Eveleth TC  Carl Peterson  Northeast Metro TC
Shirley Brekken*  Grand Forks TC  Dave Scheveland  Hennepin TC, Ed. Pr.
November 6, St. Cloud  Arlynne Wolf  Dakota TC
Mike Cartie*  Brainerd TC  November 15, Mankato
Bob Dobrenski  Detroit Lakes TC  Lavonne Bitu  Winona TC
Marlyn Freer  Wadena TC  Dan Carlin  Riverland TC
Tom Girtz*  Staples TC  Muriel Copp  Red Wing TC
Janet Gullickson  St. Cloud TC  Mike Garry  Riverland TC
Kevin Halversen  Willmar TC  Dan Gordon  SW TC, Pipestone
David Hart  Alexandria TC  Mary Kay Hohenstein  Mankato TC
Joel Kennedy*  Pine TC  Pam Liester  Southwestern TC
Don Pfieffer  Brainerd Staples TC  Judy Lindman  Riverland TC
Don Rinke  Willmar TC  Kathy Monnet  Riverland TC
Dennis Schroeder*  Hutchinson TC  Milt Paulsen  Albert Lea TC
Harriet Tuft*  Moorhead TC

University of Minnesota

November 4, Grand Rapids
Richard Christenson  U of M Crookston  November 13, Eden Prairie
Rita Meyer  U of M Crookston  Stephen Granger  U of M Morris
Robert Smith  U of M Crookston  Michael Korth  U of M Morris
Jane Ollenberger*  U of M Duluth  Tom McRoberts*  U of M Morris
Sharon Torrison*  U of M Duluth  Donald Spring*  U of M Morris
November 15, Eden Prairie
Paul Siders*  U of M Duluth  Thomas Clayton  U of M TC
Tom Wegren*  U of M Duluth  Russell Hobbsie  U of M TC
November 6, St. Cloud  Clark Starr  U of M TC
Elizabeth Blake  U of M Morris  Susan Wick  U of M TC
Mary Ruth Brown  U of M Morris  Sandra Featherman  U of M Duluth
CC Transfer Groups, January 1992

Present at all meetings: Ron Williams, Bruce Hixson, MCCS; Nancy Wangen, Intersystem

Pete Meintsma Anoka-Ramsey CC                             Richard Voorhees Inver Hills CC
Melissa Juedes Anoka-Ramsey CC                             Marv Riedesel Inver Hills CC
Patty Wheeler Andrews Anoka-Ramsey CC                      Charles Meyerding Inver Hills CC
Elaine Beaudreau Anoka-Ramsey CC                            Lee Ann Joy Inver Hills CC
Carlyle Davidsen Anoka-Ramsey CC                             LaVerle McAdams Lakewood CC
Phil Anderson ARCC/Cambridge                                Ken Grossmann Lakewood CC
Linda Balk Austin CC                                          John Crowley Lakewood CC
Al Mayotte Austin CC                                         Patsy Lund Lakewood CC
Bob Ekstam Austin CC                                         Nichael Nesset Lakewood CC
Gene Auringer Austin CC                                      Richard Ehlenz Lakewood CC
Terry Dilley Austin CC                                       Mary Aspnes Lakewood CC
Jane Rysavy Austin CC                                        Steve Kingsbury Lakewood CC
David Dickinson Austin CC                                    Ellie Slette Lakewood CC
Roger Boughton Austin CC                                     Rosina Fieno Lakewood CC
Steve Long Brainerd CC                                       Dave Godderz Lakewood CC
Ray Frisch Brainerd CC                                       Sharon Hayenga Minneapolis CC
Larry Kellerman Brainerd CC                                  James Gabe Minneapolis CC
Pam Blanchard Brainerd CC                                    Janis Hollenbech Minneapolis CC
Sharon Fodness Brainerd CC                                    John Kronholm Minneapolis CC
Al Holmes Brainerd CC                                        Lorrie Kohler Minneapolis CC
Liliana Hennis Brainerd CC                                    Kevin Kujawa Minneapolis CC
Tina Royer Brainerd CC                                       Norma Rowe Minneapolis CC
John DeVries Brainerd CC                                     Parke Kunkle Minneapolis CC
Roger Vaughan Brainerd CC                                    Hugh Yamamoto Minneapolis CC
Jim Casper Brainerd CC                                        Josephine Reed-Taylor Minneapolis CC
Gene Jurgens Fergus Falls CC                                  Carol Brambl Minneapolis CC
Paul Carney Fergus Falls CC                                  Manley Olson Normandale CC
Jim McDonald Fergus Falls CC                                  Jim Norman Normandale CC
Ann Williams Fergus Falls CC                                  Pat McGowan Normandale CC
Richard Portmann Fergus Falls CC                              Mike Wartman Normandale CC
Ann Rotto Fergus Falls CC                                     Geneva Middleton Normandale CC
Arlin Nikolas Fergus Falls CC                                 Thomas Kensten Normandale CC
Louise Pugh Fergus Falls CC                                   Joe McCulloch Normandale CC
Jean McKenzie Fergus Falls CC                                 Nancy Stein Normandale CC
Art Nelson Fergus Falls CC                                    Don Rebertus Normandale CC
Dan True Fergus Falls CC                                     Janis Weiss N. Hennepin CC
Cheryl Frank Inver Hills CC                                   John Robertson N. Hennepin CC
Ken Becker Inver Hills CC                                     Njia Lawrence-Porter N. Hennepin CC
Sharon Speich Inver Hills CC                                 Mary Winterbauer N. Hennepin CC
Marty Reibert Inver Hills CC                                   Wayne Schmidt N. Hennepin CC
Connie Manos-Andrea Inver Hills CC                            John Winkelman N. Hennepin CC
Gerald Strawmatt Inver Hills CC                               Howard Olson N. Hennepin CC
Jim Brothen Inver Hills CC                                     Bruce Lebus N. Hennepin CC
Thomas Helget Inver Hills CC                                   John Robertson N. Hennepin CC
Jon Larson Inver Hills CC                                     Karen Williamson Rochester CC
Will Agar N. Hennepin CC                                      Ed Krautkremer Rochester CC
Delmar Smith N. Hennepin CC                                   Dick Dalluge Willmar CC
Rick Nelson Northland CC                                      Ivan Dusek Willmar CC
Janet Aarness Northland CC                                    Steve Enockson Willmar CC
John Doppler Northland CC                                     Chuck Gander Willmar CC
Barb Hauger Northland CC                                      Wayne Hulstein Willmar CC
Jack Haymond Northland CC                                     Ralph Jansen Willmar CC
Jack Kramer Northland CC                                      Lynn Johnson Willmar CC
Avis Dyrud Northland CC                                       Arlen Sjerven Willmar CC
Yolanda Martinez Northland CC                                 Val Swanson Willmar CC
Jim Haviland Northland CC                                     Larry Thiery Willmar CC
Sue Mimick Northland CC                                       Colleen Thompson Willmar CC
Avis Dyrud Northland CC                                       Richard Dalrymple Worthington CC
Kay Aune Rochester CC                                         Rebecca Potts Worthington CC
Norm Reopelle Rochester CC                                    Krayton Stenzel Worthington CC
Al Hesse Rochester CC                                         Nancy Wangen Intersystem Collab.
Julie Goodman Rochester CC

Faculty Leadership/No Name Committee Dinner Meeting, February, 1992

Community Colleges

Neil Christenson Lakewood CC
Terry Dilley Austin CC

University of MN

Don Christian U of M Duluth
Tom Clayton U of M TC
State Universities
Carl Carlson Inter Faculty Organization
Stephen Frank St. Cloud SU
Linda Bunnell Jones MN SU System
Manuel Lopez MN SU System
Gunnar Wikstrom Inter Faculty Organization

MN Technical College System
Craig Froke MN TC System
Helen Henrie MN TC System
Barbara Herrmann MN TC System
Marlys Howells St. Paul TC

Meetings to Develop Student Competencies

Communication/Composition, 1/31/92
Bill Chartrand Normandale CC
Sandra Hofsommer N. Hennepin CC
Bob Stellal Lakewood CC
Helen Bonner Bemidji SU
Sheryl Dowlin Mankato SU
Beverly Hill Metro SU
Anne Oderkirk Alexandria TC
Robert L. Brown Jr. U of M TC
Virginia Katz U of M Duluth
Arthur E. Walzer U of M TC

Physical/Biological Science, 2/3/92
Roger Borowick Rochester CC
Ken Latham Lakewood CC
Dennis O’Melia Bemidji SU
Donald Hein* Southwest SU
A.J. Hopwood* St. Cloud SU
Patricia Simpson* St. Cloud SU
Jerry Witt Winona SU
Jan Kurri* St. Paul TC
Michael Simmons U of M
Doyle Britton U of M

Critical Thinking, 4/7/92
Sue Devereaux Mesabi CC
Joel Peterson MN CC System
Julia Hamilton Inver Hills CC
Carol Milowski Bemidji SU
Kit Christiansen* Bemidji SU
Del Corrick Moorhead SU
Debbie Drinker-Grovum Bemidji TC
Jeanette Daines MN TC System
Ruth Thomas U of M
Terence Ball U of M
Gail Peterson U of M

Mathematics, 4/9/92
Don Goode Brainerd CC
Julie Guelich Normandale CC
Ed Lundgren Lakewood CC
Gail Earles St. Cloud SU
Gael Mericle Mankato SU
Mary West Manakato SU
David Hart* Alexandria TC
Richard Wagenknecht St. Paul TC
Stephen Agard U of M
Michael O’Reilly U of M Morris

Cultural Diversity, 4/20/92
Willie Johnson* Normandale CC
Dennis Jones* Rainy River CC
Norma Rowe* Minneapolis CC
Elisabeth Rosenberg Normandale CC
June Parrott St. Cloud SU
D.C. Cole Moorhead SU

History/Social Sciences, 4/14/92
Anne Aby Worthington CC
Pat Gerster* Lakewood CC
Connie Manos-Andrea Inver Hills CC
Clark Johnson Mankato SU
Thad Radzilowski* Southwest SU
Gerald Schnabel* Bemidji SU
David Cooperman U of M
George D. Green U of M
Robert Franz Jr. U of M
Dan Sandell Alexandria TC

Humanities, 4/16/92
Nadine Marsnik Vermilion CC
Constance Mierendorf Minneapolis CC
Joan Costello Inver Hills CC
Ralph Jacobs (subst.) Mankato SU
Margaretta Handke* Mankato SU
Hazel Retzlaff Moorhead SU
Candace Johnson Alexandria TC
Klaus P. Jankofsky U of M Duluth
Everett Sutton U of M
H.E. Mason U of M

Int'l and Global Perspectives, 4/21/92
Diane Pierson Minneapolis CC
Paul Mazur N. Hennepin CC
Edwin Nakasone* Lakewood CC
Dwain Petersen Mankato SU
Peter Geib Moorhead SU
Al Wolfer St. Cloud SU
Jeanette Daines MN TC System
Jooinn Lee U of M Morris
Michael F. Metcalf U of M
Dietmar W. Rose U of M

Ethics and Civic Responsibility, 4/28/92
Terry Dilley Austin CC
Makka Ablishaker* Normandale CC
Darin Witwer* Minneapolis CC
Kit Christianson Bemidji SU
David Benson* Bemidji SU
Dottie Engen-Barker Mankato SU
Dan Sandell Alexandria TC
Harry Boyle U of M TC
Robert Evans U of M Duluth
Edward Goetz U of M TC

Environmental Issues, 4/30/92
Darby Nelson Anoka-Ramsey CC
Thomas Helget Inver Hills CC
Don Holman Willmington CC
Neil Mundahl Winona SU
N. Eric Hampton St. Cloud SU
Betsy Desy Southwest SU
Ivory Giles  St. Paul TC  
John M. Taborn  U of M  
Toni A. McNaron  U of M  
Susan Coultrap-McQuin  U of M Duluth

Al Senechal  Hennepin TC, Ed. Pr.  
Paul B. Ellefson  U of M TC  
Luther Gerlach  U of M TC  
Steve Simmons  U of M TC

**Meeting of Chief Academic Officers --- September, 1992**

Planning Committee: Linda Ellinger, UMTCT; Craig Froke, MTCS; Jerry Isaacs, MCCS; Manuel Lopez, MSUS; Cheryl Frank, IHCC; Leah Harvey, Metro SU; Judy Neppel, E.Grand Forks TC

**U of M**

Wilbert Ahern  U of M Morris  
Linda Ellinger  U of M TC  
Sandra Featherman  U of M Duluth  
Laurie Hayes  U of M TC  
Russell Hobbie*  U of M TC  
Anne Hopkins  U of M TC  
Rita Meyer*  U of M Crookston  
Donna Peterson*  U of M TC  
Peter Reed*  U of M TC  
Richard Skaggs  U of M TC  
James Virginia Katz*  U of M Duluth  
Cheryl Ann Lapp  U of M TC  
Edmond Lundstrom  U of M Duluth  
Vincent Magnuson  U of M Duluth  
James McBee  U of M Crookston  
Michael Metcalf  U of M TC  
Steve Penrod  U of M TC  
Robert Pepin  U of M TC  
Gail Peterson  U of M TC  
Dennis Savaiano  U of M TC  
Thomas Scott  U of M TC  
Don Sniff  U of M TC  
Clark Starr  U of M TC  
Vern Sutton  U of M TC  
John Taborn  U of M TC  
Ruth Thomas  U of M TC  
Sharon Torisson  U of M Duluth  
Catherine Wambach  U of M TC  
Tracy  U of M TC

**MN TCs and MN TC System**

Deena Allen  MTCS  
Dorothy Bray  St. Cloud TC  
Craig Froke  MTCS  
Tom Girtz  Brainerd TC  
James Grove  SW TC, Jackson  
Janet Gulickson  St. Cloud TC  
Helen Henrie  MTCS  
Mary Jacquart  Range TC  
Jerry Johnson  Dakota County TC  
Garland Koteck  Pine TC  
George La Patka  Willmar/Hutchinson TC  
Larry Lundblad  Mankato TC  
Pete Merila  St. Paul TC  
Judy Neppel  NW TC, E. Grand Forks  
Ron Roscoe  Duluth TC  
Tim Schreiner  RedWing/Winona TC  
Larry Shellito  Alexandria TC  
Tom Tonkin  Hennepin TC  
Janice Wilson  MN Riverland TC  
Martha Yucel  Northeast Metro TC  
Joe Zetah  Minneapolis TC

**MN CCs and MN CC System**

Al Baas  Cambridge CC  
Roger Boughton  Austin CC  
Jack Briggs*  Fond du Lac CC  
Dale Carlson  Worthington CC  
James Casper  Brainerd CC  
Neil Christenson  Lakewood CC  
James Clarke  Itasca CC  
Rose Ann Rindlan  Anoka Ramsey CC  
Cheryl Frank  Inver Hills CC  
Karen Hanson  Normandale CC  
Jim Haviland  Northland CC  
Cynthia Heelan*  Arrowhead CC Region  
Jamil Hollenbeck  Minneapolis CC  
Ron Leatherbarrow  Lakewood CC  
Kathy Nelson  Vermilion CC  
Arland Otte  Rochester CC  
Eugene Philipppe  Willmar CC  
Allan Rasmussen*  Rainy River CC  
Josephine Reed-Taylor  Minneapolis CC  
Pedro Rocha Jr.  Mesabi CC  
Myron Schmidt  Hibbing CC  
Colleen Thompson  Willmar CC  
Dan True  Fergus Falls CC  
Janis Weiss  North Hennepin CC  
Ron Williams  MCCS  
Jerry Isaacs  MCCS
**State Universities and State U System**

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<th>Name</th>
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<tr>
<td>Linda Baer</td>
<td>Bemidji SU</td>
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<td>Roland Barden</td>
<td>Moorhead SU</td>
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<td>Ned Conway</td>
<td>Southwest SU</td>
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<tr>
<td>Cynthia Crist*</td>
<td>MSUS</td>
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<td>Richard Crofts</td>
<td>Mankato SU</td>
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<td>Barbara Grachek</td>
<td>St. Cloud SU</td>
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<td>Al Greig</td>
<td>St. Cloud SU</td>
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<td>Leah Harvey</td>
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<td>Michael Lopez</td>
<td>MSUS</td>
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<tr>
<td>Betta Midgarden</td>
<td>Moorhead SU</td>
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**MN State Legislature** – Sen. LeRoy Stumpf; Former Sen. Gary DeCramer; Susan Nemetz, staff

**Faculty Workshop on the Transfer Curriculum --- October 22-23, 1992**

**State Universities and MN State U System**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Daniel Abebe</td>
<td>Metro SU</td>
</tr>
<tr>
<td>Ralph Anderson</td>
<td>Metro SU</td>
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<tr>
<td>Linda Baer</td>
<td>Bemidji SU</td>
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<tr>
<td>David Benson</td>
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<td>Angi Bomier</td>
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<td>Helen Bonner</td>
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<td>David Boyer</td>
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<td>Ned Conway</td>
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<td>Leslie Crawford</td>
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<td>Cynthia Crist</td>
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<td>Betsy Desy</td>
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<td>Sheryl Dowlin*</td>
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<td>Mary Dressel</td>
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<td>Gail Earles</td>
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<tr>
<td>Kathryn Wise</td>
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<td>Al Wolfe*</td>
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<td>Barbara Grachek</td>
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<td>Dwain Peterson</td>
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<tr>
<td>Mary Rieder</td>
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<td>Susan Rydell</td>
<td>Metro SU</td>
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<tr>
<td>Patricia Simpson</td>
<td>St. Cloud SU</td>
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**University of MN**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Wilbert Ahern</td>
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<td>Dorab Baria</td>
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<td>Ann Bergeron</td>
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<td>William Beyer</td>
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<td>Maria Cheng</td>
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<td>U of M Crookston</td>
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<td>Robert E. Franz</td>
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<td>Cathy French</td>
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<td>Klaus Jankofsky</td>
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**MN CCs and MN CC System**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nancy Alfuth</td>
<td>Itasca CC</td>
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<tr>
<td>Cheryl Avenel-Navar</td>
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<td>Linda Balk</td>
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<td>Roger Boughton</td>
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<td>Joan Costello</td>
<td>Inver Hills CC</td>
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<td>John Crowley</td>
<td>Lakewood CC</td>
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<tr>
<td>Bruce Lebus</td>
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<td>Larry Litecky</td>
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<td>Anita Makar</td>
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<td>Jean McKenzie</td>
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<td>Pete Meinitsma</td>
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<td>Kathy Nelson</td>
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<td>Michael Nesset</td>
<td>Lakewood CC</td>
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<tr>
<td>Janis Niemi</td>
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Walter Cullen  MCCS     Jim Norman  Normandale CC
Richard Dalluge Willmar CC    Howard Olson  North Hennepin CC
Richard Dalrymple Worthington CC   LeAnne Palmer  Brainerd CC
Terry Dilley  Austin CC     Jim Prom  Rochester CC
Bonnie Edwards  Mesabi CC     Louise Pugh  Fergus Falls CC
Jim Gabe Minneapolis CC     Roger Rasmussen  MCCS
Donnie Gordon  Mesabi CC     Marty Reibert Inver Hills CC
Julie Guelfich Normandale CC     Marjorie Reif  Rochester CC
Barb Hauger  Northland CC     Terry Reuther  Anoka-Ramsey CC
Sandra Hofsommer  North Hennepin CC    Isabelle Schmidt  Rainy River CC
Betsy Ingram-Diver Duluth CC   Gayla Shoemake  North Hennepin CC
Jerry Isaacs  MCCS     Gwen Spellerberg  Duluth CC Center
Mary Johnson  Inver Hills CC    Nancy Stein  Normandale CC
Bill Kallis  Fond du Lac CC     Larry Thiery  Willmar CC
Jame Kehoe  Rochester CC     Colleen Thompson  Willmar CC
Kevin Kujawa  Minneapolis CC    Wendy Turner  Brainerd CC
Ron Williams  MCCS

MN TCs and System
Deena Allen*  MN TC System
Bill Bergman  Pine TC
Phyllis Berning  MN Riverland TC-Furibault
Paul Ellefson  Hennepin TC Br. Pk.
Sharon Erickson  Thief River Falls TC
Gerald Frie  Hutchinson TC
Craig Froke  MN TC System
Lois Hanksins  Albert Lea TC
Kimberly Hanso  Austin TC
David Hart  Alexandria TC
Helen Henrie  MN TC System
Barbara Herrmann  MN TC System
John Holmstrom  Bemidji TC
Marlys Howells  St. Paul TC
Jo Huelskamp  Red Wing/Winona TC
Molly Johnson  Duluth TC
Swedes Johnson  Willmar TC
Doug Keran  Brainerd TC
Harold Keyes Dakota County TC
Jarie Klabechek  Range TC-Hibbing
Margret Lydell  Minneapolis TC
Dick Wagenknecht  St. Paul TC
Steve Whipple  St. Cloud TC
Val Zelinko  Jackson TC

Others attending
Kerry Fine  MN Legislative staff
Kristeen Flaherty  College of St. Catherine

Transfer Curriculum Draft Committee Meeting, January 14-15, 1993

Minnesota State University System
Angie Bonier  Mankato SU
Neal Mundahl  Winona SU
Les Crawford  St. Cloud SU
Susan Ryder  Metro SU

University of Minnesota
Bert Ahern  U of M Morris
David Frank  U of M TC
Victor Bloomfield U of M TC
Robert Franz  U of M Duluth

Minnesota Technical College System
Candace Johnson  Alexandria TC
Neil Sideen*  Hutchinson TC

Minnesota Community College System
Joan Costello  Inver Hills CC
Betsy Ingram-Diver Duluth CC

Others attending
Kerry Fine  MN Legislative staff
Kristeen Flaherty  College of St. Catherine

Carla McMahan  Hamline U
Paul Simmons  Augsburg College
Denise Wilbur  U of St. Thomas
Transfer Curriculum Redraft Committee Meeting, January 13-14, 1994

MN State Universities
Del Corrick  Moorhead SU

History Articulation Council
Don Boese  Itasca CC
Peter Meinisma  Anoka Ramsey CC
Diane Pearson  Minneapolis CC
Margaretta Handke  Mankato SU
Jeff Kolnick  Southwest SU
Greg Schmidt  Winona SU
Candace Johnson  Alexandria TC
Roland Guyotte  U of M Morris
Rus Menard  U of M Morris
M.J. Maynes  U of M TC

Transfer Curriculum Redraft Committee Meeting, January 13-14, 1994

MN State Universities
Del Corrick  Moorhead SU

Mathematics Articulation Council
Don Goode  Brainerd CC
Julie Guelich  Normandale CC
Ed Lundgren  Lakewood CC
Dick Wagenknecht  St. Paul TC
Stephen Agard  U of M TC
David Frank  U of M TC
Bert Fristedt  U of M TC
Dick Hanson  MN Teachers of Math
Sharon Stenglein  MN Dept. of Education

Mathematics Articulation Council
Julie Guelich  Normandale CC
Joel Peterson  MCCCS

Composition Articulation Council
Diane Drake  Northland CC
Sandra Hofsommer  North Hennepin CC
Mary Beth Lake  Normandale CC
Marilyn Theismann  Rochester CC
Bob Zwart  Rochester CC
Bill Anderson  Southwest SU
Helen Bonner  Bemidji SU
Gary Eddy  Winona SU
Rachel Savageau  Alexandria CC
Robert Brown  U of M TC
Christopher Anson  U of M TC
Dwight Purdy  U of M Morris
Lida Sprot  U of M TC

Composition Articulation Council
Sharon Stenglein  MN Dept. of Education

Biology Articulation Council
Ann Heuschle  Normandale CC
Lorie Kohler  Minneapolis CC
Dennis O’Melia  Inver Hills CC
Neal Mundahl  Winona SU
Pat Trihey  Bemidji SU
Patrick Keran  Brainerd/Staples TC
Stuart Goldstein  U of M TC
Norman Kerr  U of M TC
Willard Kukkari  U of M TC

Biology Articulation Council

Chemistry Articulation Council
Don Holman  Willmar CC
Kenneth Latham  Lakewood CC
Bill Moeglein  Northland CC
Sharon Sechrist  Minneapolis CC
Tom Boates  Bemidji SU
Richard Dendinger  St. Cloud SU
Dennis Mathiaison  Moorhead SU
Doyle Britton  U of M TC
Vincent Magnuson  U of M Duluth
Lew Pignolet  U of M TC

Chemistry Articulation Council

English Articulation Council
Joan Castello  Inver Hills CC
Vicky Lettman  N. Hennepin CC
Deanna Louie  Cambridge CC Center
Roger Schoenecker  Cambridge CC Center
Terrance Flaherty  Mankato SU
Gordon Jackson  Moorhead SU
Piers Lewis  Metro SU
Anne Aderkirk  Alexandria TC
Klaus Jankofsky  U of M Duluth
Archibald Leyamsywer  U of M TC

English Articulation Council

Psychology Articulation Council
David Dickinson  Austin CC
Richard Ehlenz  Lakewood CC
Connie Manos-Andrea  Inver Hills CC
Ann Rotto  Fergus Falls CC
Marlene Devoe  St. Cloud SU
William Pavot  Southwest SU
Susan Rydell  Metro SU
Deborah Martin  Alexandria TC
Paul Fox  U of M TC
Eric Klinger  U of M Morris
Gail Peterson  U of M TC

Psychology Articulation Council

History Articulation Council
Don Boese  Itasca CC
Peter Meinisma  Anoka Ramsey CC
Diane Pearson  Minneapolis CC
Margaretta Handke  Mankato SU
Jeff Kolnick  Southwest SU
Greg Schmidt  Winona SU
Candace Johnson  Alexandria TC
Roland Guyotte  U of M Morris
Rus Menard  U of M Morris
M.J. Maynes  U of M TC

History Articulation Council

Transfer Curriculum Redraft Committee Meeting, January 13-14, 1994

MN State Universities
Del Corrick  Moorhead SU

Minnesota Technical College System
Duane Hawkenson*  Hutchinson TC

Minnesota Technical College System
All meetings staffed by Intersystem Collaboration -- Nancy Register Wangen, Facilitator, planner, Angela Cook, administrative support

* invited, not in attendance

**Note:** Other intersystem meetings and activities.

While their names are not listed here, many faculty and student services staff members have been active in the development of the Transfer Standards and Procedures and in the statewide network of transfer specialists. Transfer specialists now meet in conference twice during the academic year. A statewide Logistics committee, made up of registrars, counselors, and admissions directors meet about five times a year to monitor and improve transfer procedures. Ad hoc committees, such as the Electronic Transcripting Committee, meet as needed to address special projects.