

# THE MINNESOTA TRANSFER CURRICULUM

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 State Universities**

**MN Technical Colleges  
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              |
| 4. Mathematical/Logical Reasoning                 | 9. Ethical and Civic Responsibility |
| 5. History and the Social and Behavioral Sciences | 10. People and the Environment      |

**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 the 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)
9. **Articulation councils met in composition, English, physics, biology, chemistry, psychology, and history.** (Nov. - May, 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)  
Colleges and universities, faculty provided written responses to Draft 2. (November 1, 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

#### MN Community Colleges

Frederick Capshaw, North Hennepin CC  
Neil Christenson, MN CC System  
Bruce Hixson, Lakewood CC  
Ron Williams, MN CC System

#### MN State Universities

Angie Bomier, Mankato SU  
Leslie Duly, Bemidji SU  
Linda Bunnell Jones, MN SU System  
Manuel Lopez, MN SU System

#### MN Technical Colleges

Craig Froke, MN TC System  
Helen Henrie, MN TC System  
Judy Neppel, East Grand Forks TC

#### University of Minnesota

Linda Ellinger, U of M  
Anne Hopkins, U of M  
Elaine Tyler May, U of M Twin Cities  
alt. Matt Dion, U of M Twin Cities  
James Preus, U of M Twin Cities

### Faculty Leadership/No Name Committee Dinner Meeting, February, 1991

#### Community Colleges

Neil Christenson MN CC System  
Elaine Hauff Mpls. CC  
Jerry Isaacs MN CC System  
John Jefferson Minneapolis CC  
Lawrence Litecky MN CC Faculty Assn.  
Ronald Williams MN CC System

#### State Universities

Carl Carlson Moorhead SU  
Stephen Frank St. Cloud SU  
Linda Bunnell Jones MN SU System  
Manuel Lopez MN SU System  
Mary Hickerson Inter Faculty Organization

#### MN Technical Colleges

Craig Froke MN TC System  
Helen Henrie MN TC System  
Marlys Howells St. Paul TC  
Anne Oderkirk Alexandria TC

#### University of Minnesota

W. Andrew Collins\*  
of MN, Twin Cities  
Edward Foster U of MN  
Warren Ibele U of MN, Twin Cities  
Leonard Kuhi U of MN  
Kim Munholland U of MN, TC

### 1991 Summer Workshop on the Transfer Curriculum

#### Community Colleges

Terry Dille Austin CC  
Bruce Hixson Lakewood CC  
Jerry Isaacs Inver Hills CC  
Larry Litecky Minneapolis CC  
Colleen Thompson Willmar CC  
Ron Williams MN CC System

#### Technical Colleges

Jeanette Daines, MN TC System  
Craig Froke, MN TC System  
David Hart Alexandria TC  
Helen Henrie MN TC System  
Marlys Howell St. Paul TC  
Dennis Schroeder Hutchinson TC  
Larry Shellito \* Alexandria TC

#### State Universities

Philip Keith St. Cloud SU  
Linda Lamwers St. Cloud SU  
Manuel Lopez MN SU System  
Louisa Smith Mankato SU

#### University of Minnesota

Leo Abbott U of M, TC  
Tom Clayton U of M, TC  
Ed Foster U of M, TC  
Jane Ollenburger U of M, Duluth  
Clark Starr U of M, TC  
Craig Swan U of M, TC

Nancy Wangen Intersystem Coll  
Jerry Gaff Consultant

### Regional Workshops on the Transfer Curriculum -- November 1991

#### System representatives at all meetings:

Craig Froke, MTCS Manuel Lopez\*, MSUS Nancy Wangen, Intersystem Collaboration  
Ron Williams, MCCS Linda Ellinger, U of M

\*invited, not in attendance

#### Mn Community Colleges

*November 4, Grand Rapids*  
Jim Clarke Itasca CC  
Paul Kess Vermilion CC  
Mike Meirick Itasca CC

#### *November 13, Eden Prairie*

Carlyle Davidsen Anoka Ramsey CC  
Cheryl Frank Inver Hills CC  
John Kronholm Minneapolis CC  
Gary Langer Lakewood CC

Kathy Nelson Vermilion CC  
Isabelle Schmidt Rainy River CC  
Pedro Rocha \* Mesabi CC  
*November 6, St. Cloud*  
Ralph Jansen Willmar CC  
Kevin Halvorson\* Willmar CC  
Kenneth Peeders Fergus Falls CC  
Sharon Fodness Brainerd CC  
Virginia Portmann Fergus Falls CC  
Stephen Long\* Brainerd CC

Joe McCulloch Normandale CC  
Peter Meintsma Anoka Ramsey CC  
Don Rebertus Normandale CC  
Marty Reibert Inver Hills CC  
Gayla Shoemaker North Hennepin CC  
*November 15, Mankato*  
Cheryl Avenel-Navara Worthington CC  
Linda Balk Austin CC  
Dale Carlson\* Worthington CC  
DeWaine Silker Rochester CC  
Gloria Vogt\* Rochester CC  
Val Swanson\* Willmar CC

### **MN State Universities**

*November 4, Grand Rapids*  
Rod Henry Bemidji SU  
Dave Kingsbury Bemidji SU  
Bea Knodel Bemidji SU  
Ken Lundberg Bemidji SU  
Carol Milowski Bemidji SU  
Jon Quistgaard Bemidji SU  
Kathryn Smith Bemidji SU  
Maureen Thomas\* Bemidji SU  
*November 6, St. Cloud*  
Carol Dobitz Moorhead SU  
Ted Gracyk Moorhead SU  
Al Greig\* St. Cloud SU  
Phillip Keith St. Cloud SU  
Linda Lamwers St. Cloud SU  
Sherwood Reid St. Cloud SU  
Annette Schoenberger St. Cloud SU  
Claudette Sutton Moorhead SU

*November 13, Eden Prairie*  
Ralph Anderson Metro SU  
David Crockett Metro SU  
Cyndy Crist MN SU System  
Mary Dressel Metro SU  
Pat Lipetzky Metro SU  
Mary Martin Metro SU  
Gary Seiler Metro SU  
*November 15, Mankato*  
Angie Bomier Mankato SU  
Lowell Eberwein Southwest SU  
Thad Radzilowski Southwest SU  
Doug Sweet Winona SU  
Richard Wintersteen Mankato SU

### **MN Technical Colleges**

*November 4, Grand Rapids*  
Mary Jacquart Hibbing TC  
Diane McMillan\* Duluth TC  
Barb Lee Bemidji TC  
Olive Goldesberry\* Thief River Falls TC  
Tom Radtke Eveleth TC  
Shirley Brekken\* East Grand Forks TC  
*November 6, St. Cloud*  
Mike Cartie\* Brainerd TC  
Bob Dobrenski Detroit Lakes TC  
Marlyn Freer Wadena TC  
Tom Girtz\* Staples TC  
Janet Gullickson St. Cloud TC  
Kevin Halversen Willmar TC  
David Hart Alexandria TC  
Joel Kennedy\* Pine TC  
Don Pfeffer Brainerd Staples TC  
Don Rinke Willmar TC  
Dennis Schroeder\* Hutchinson TC  
Harriet Tufte\* Moorhead TC

*November 13, Eden Prairie*  
Jed Coller Anoka TC  
Dianne Michels Minneapolis TC  
Pamela Fletcher Hennepin TC, B.Pk  
Carl Peterson Northeast Metro TC  
Dave Scheveland Hennepin TC, Ed. Pr.  
Arlynn Wolf Dakota TC  
*November 15, Mankato*  
Lavonne Bitu Winona TC  
Dan Carlin Riverland TC  
Muriel Copp Red Wing TC  
Mike Garry Riverland TC  
Dan Gordon SW TC, Pipestone  
Mary Kay Hohenstein Mankato TC  
Pam Liester Southwestern TC  
Judy Lindman Riverland TC  
Kathy Monnet Riverland TC  
Milt Paulsen Albert Lea TC

### **University of Minnesota**

*November 4, Grand Rapids*  
Richard Christenson U of M Crookston  
Rita Meyer U of M Crookston  
Robert Smith U of M Crookston  
Jane Ollenberger\* U of M Duluth  
Sharon Torrison\* U of M Duluth  
Paul Siders\* U of M Duluth  
Tom Wegren\* U of M Duluth  
*November 6, St. Cloud*  
Elizabeth Blake U of M Morris  
Mary Ruth Brown U of M Morris

Stephen Granger U of M Morris  
Michael Korth U of M Morris  
Tom McRoberts\* U of M Morris  
Donald Spring\* U of M Morris  
*November 13, Eden Prairie*  
Thomas Clayton U of M TC  
Russell Hobbie U of M TC  
Clark Starr U of M TC  
Susan Wick U of M TC  
Sandra Featherman U of M Duluth



### CC Transfer Groups, January 1992

Present at all meetings: Ron Williams, Bruce Hixson, MCCC; 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 Nessel 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 Hollenbeck 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 Kersten 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	Patrick Downey 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
Deb Jacobson Northland CC	Arlen Sjerven Willmar CC
Yolanda Martinez Northland CC	Val Swanson Willmar CC
Jim Haviland Northland CC	Larry Thiery Willmar CC
Sue Minnick 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

Bruce Hixson MN CC System  
Jerry Isaacs Inver Hills CC  
Lawrence Litecky MN CC Faculty Assn.  
Ronald Williams MN CC System

Linda Ellinger U of M TC  
Anne Hopkins U of M  
Thomas Scott U of M TC  
Richard Skaggs 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 Stellar 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

#### **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

#### **Physical/Biological Science, 2/3/92**

Roger Borowick Rochester CC  
Ken Latham Lakewood CC  
Dennis O'Melia Inver Hills CC  
Donald Hein\* Southwest SU  
A.J. Hopwood\* St. Cloud SU  
Patricia Simpson\* St. Cloud SU  
Jerry Witt Winona SU  
Jan Kurrila\* St. Paul TC  
Michael Simmons U of M  
Doyle Britton U of M

#### **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

#### **Critical Thinking, 4/7/92**

Sue Devereaux Mesabi CC  
Joel Peterson MN CC System  
Julia Hamilton Inver Hills CC  
Carol Milowski Bemidji SU  
Kit Christensen\* Bemidji SU  
Del Corrick Moorhead SU  
Debbie Drinkerd-Grovum Bemidji TC  
Jeanette Daines MN TC System  
Ruth Thomas U of M  
Terence Ball U of M  
Gail Peterson 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

#### **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 Wiest Manakato SU  
David Hart\* Alexandria TC  
Richard Wagenknecht St. Paul TC  
Stephen Agard U of M  
Michael O'Reilly U of M Morris

#### **Ethics and Civic Responsibility, 4/28/92**

Terry Dille Austin CC  
Makka Abhishaker\* Normandale CC  
Darin Witwer\* Minneapolis CC  
Kit Christenson Bemidji SU  
David Benson\* Bemidji SU  
Dottie Engen-Barker Mankato SU  
Dan Sandell Alexandria TC  
Harry Boyte U of M TC  
Robert Evans U of M Duluth  
Edward Goetz U of M TC

#### **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

#### **Environmental Issues, 4/30/92**

Darby Nelson Anoka-Ramsey CC  
Thomas Helget Inver Hills CC  
Don Holman Willmar 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, UMTC; Craig Froke, MTCS; Jerry Isaacs, MCCA; 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 Siniff 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 Torrison 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 Gullickson St. Cloud TC  
Helen Henrie MTCS  
Mary Jacquart Range TC  
Jerry Johnson Dakota County TC  
Garland Kotek 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  
Janis Hollenbeck Minneapolis CC

Ron Leatherbarrow Lakewood CC  
Kathy Nelson Vermilion CC  
Arland Otte Rochester CC  
Eugene Phillippe 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 MCCA  
Jerry Isaacs MCCA

**State Universities and State U System**

Linda Baer Bemidji SU  
 Roland Barden Moorhead SU  
 Ned Conway Southwest SU  
 Cynthia Crist\* MSUS  
 Richard Crofts Mankato SU  
 Barbara Grachek St. Cloud SU

Al Greig St. Cloud SU  
 Leah Harvey Metro SU  
 Linda Bunnell Jones MSUS  
 Manuel Lopez MSUS  
 Michael Lopez MSUS  
 Bette Midgarden Moorhead SU

**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**

Daniel Abebe Metro SU  
 Ralph Anderson Metro SU  
 Linda Baer Bemidji SU  
 David Benson Bemidji SU  
 Angie Bomier Mankato SU  
 Helen Bonner Bemidji SU  
 David Boyer St. Cloud SU  
 Ned Conway Southwest SU  
 Leslie Crawford St. Cloud SU  
 Cynthia Crist MSUS  
 Richard Crofts Mankato SU  
 Betsy Desy Southwest SU  
 Sheryl Dowlin\* Mankato SU  
 Mary Dressel Metro SU  
 Gail Earles St. Cloud SU  
 Jane Earley Mankato SU  
 Bev Ferguson Metro SU  
 Quentin Gerber St. Cloud SU  
 Rex Veeder St. Cloud SU  
 Bill Webster Mankato SU  
 Gunnar Wikstrom MSUS  
 Kathryn Wise Moorhead SU  
 Al Wolfer\* St. Cloud SU

Barbara Grachek St. Cloud SU  
 Theodore Gracyk Moorhead SU  
 Alan Greig St. Cloud SU  
 A. Michael Hamde St. Cloud SU  
 Eric Hampton St. Cloud SU  
 Margaretta Handke Mankato SU  
 Leah Harvey Metro SU  
 Don Hein Southwest SU  
 Richard Hogan St. Cloud SU  
 Gordon Jackson Moorhead SU  
 Linda Bunnell Jones MSUS  
 Paul Lindfors Mankato SU  
 Manuel Lopez MSUS  
 Michael Lopez\* MSUS  
 Judy McDonald Bemidji SU  
 Gael Mericle Mankato SU  
 Bette Midgarden Moorhead SU  
 Carol Milowski Bemidji SU  
 Anne O'Meara Mankato SU  
 Dwain Peterson Mankato SU  
 Mary Rieder Winona SU, Rochester  
 Susan Rydell Metro SU  
 Patricia Simpson St. Cloud SU

**University of MN**

Wilbert Ahern U of M Morris  
 Dorab Baria U of M Duluth  
 Ann Bergeron U of M Duluth  
 William Beyer U of M TC  
 Mary Ruth Brown U of M Morris  
 Maria Cheng U of M TC  
 Richard Christenson U of m Crookston  
 Roger Clemence U of M TC  
 Susan Coultrap-McQuin U of M Duluth  
 Linda Ellinger U of M TC  
 David Frank U of M TC  
 Robert E. Franz U of M Duluth  
 Cathy French U of M Twin Cities  
 Van Gooch U of M Morris  
 Nat Hart U of M Morris  
 Anne Hopkins U of M TC  
 Alan Hunter U of M TC  
 Klaus Jankofsky U of M Duluth  
 Tom Johnson U of M Morris

**MN CCs and MN CC System**

Nancy Alfuth Itasca CC  
 Cheryl Avenel-Navara Worthington CC  
 Linda Balk Austin CC  
 Ken Becker Inver Hills CC  
 Carol Borich Hibbing CC  
 Roger Boughton Austin CC  
 Mary Braam Rainy River CC  
 Christine Braun Vermilion CC  
 Jim Casper Brainerd CC  
 Joan Costello Inver Hills CC  
 John Crowley Lakewood CC

Bruce Lebus North Hennepin CC  
 Larry Litecky MCCC  
 Anita Makar Minneapolis CC  
 Nadine Marsnik Vermilion CC  
 LaVerle McAdams Lakewood CC  
 Jean McKenzie Fergus Falls CC  
 Pete Meintsma Anoka-Ramsey CC  
 Chrstine Misewich Cambridge CC  
 Kathy Nelson Vermilion CC  
 Michael Nessel Lakewood CC  
 Janis Niemi Hibbing CC

Walter Cullen M CCS  
Richard Dalluge Willmar CC  
Richard Dalrymple Worthington CC  
Terry Dilley Austin CC  
Bonnie Edwards Mesabi CC  
Jim Gabe Minneapolis CC  
Donnie Gordon Mesabi CC  
Julie Guelich Normandale CC  
Barb Hauger Northland CC  
Sandra Hofsommer North Hennepin CC  
Betsy Ingram-Diver Duluth CC  
Jerry Isaacs M CCS  
Mary Johnson Inver Hills CC  
Bill Kallis Fond du Lac CC  
Jame Kehoe Rochester CC  
Kevin Kujawa Minneapolis CC  
Ron Williams M CCS

Jim Norman Normandale CC  
Howard Olson North Hennepin CC  
LeAnne Palmer Brainerd CC  
Jim Prom Rochester CC  
Louise Pugh Fergus Falls CC  
Roger Rasmussen M CCS  
Marty Reibert Inver Hills CC  
Marjorie Reif Rochester CC  
Terry Reuther Anoka-Ramsey CC  
Isabelle Schmidt Rainy River CC  
Gayla Shoemake North Hennepin CC  
Gwen Spellerberg Duluth CC Center  
Nancy Stein Normandale CC  
Larry Thiery Willmar CC  
Colleen Thompson Willmar CC  
Wendy Turner Brainerd CC

#### **MN TCs and System**

Deena Allen\* MN TC System  
Bill Bergman Pine TC  
Phyllis Berning MN Riverland TC-Faribault  
Paul Ellefson Hennepin TC Br. Pk.  
Sharon Erickson Thief River Falls TC  
Gerald Frie Hutchinson TC  
Craig Froke MN TC System  
Lois Hankins Albert Lea TC  
Kimberly Hanson 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  
Swede Johnson Willmar TC  
Doug Keran Brainerd TC  
Harold Keyes Dakota County TC  
Jarie Klabecek Range TC-Hibbing  
Margret Lydell Minneapolis TC  
Dick Wagenknecht St. Paul TC  
Steve Whipple St. Cloud TC  
Val Zelinko Jackson TC

LaVonne Bitu Red Wing/Winona TC  
Audrey Bruning Hennepin TC- Ed. Pr.  
Mary Claire Madole MN TC System  
Edgar Meyer Anoka TC  
James Michaelson Alexandria TC  
Roberta Moorhouse Mankato TC  
Mike Normandin E. Grand Forks TC  
Anne Oderkirk Alexandria TC  
Bonnie Ohrt Mankato TC  
Debra Peterson Canby TC  
Graydon Pladson Wadena TC  
Tom Radtke Eveleth TC  
Sally Rappe MN TC System  
Jerry Reckdahl Hutchinson TC  
Dan Sandell Alexandria TC  
Rachel Savageau Alexandria TC  
Dennis Schroeder Hutchinson TC  
Carol Shipley Detroit Lakes TC  
Dan Sperling Northwest TC-Moorhead  
Larry Uhlir Northeast Metro TC  
Deb Warnsholz Northeast Metro TC  
Dorothy Wiest Hutchinson TC

#### **Others attending**

Kerry Fine MN Legislative staff  
Paul Thomas Higher Ed. Coord. Bd.  
Kristeen Flaherty College of St. Catherine

Carol McMahan Hamline U  
Paul Simmons Augsburg College  
Denise Wilbur U of St. Thomas

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

#### **Minnesota State University System**

Angie Bomier Mankato SU  
Neal Mundahl Winona SU  
Les Crawford St. Cloud SU  
Susan Rydell Metro SU

Ted Gracyk Moorhead SU  
Thad Radzilowski Southwest SU  
Carol Milowski Bemidji SU  
Gunnar Wikstrom IFO

#### **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

Maria Cheng U of M TC  
Catherine French U of M TC  
Robert Pepin U of M TC

#### **Minnesota Technical College System**

Candace Johnson Alexandria TC  
Neil Sideen\* Hutchinson TC

Dan Sandell Alexandria TC  
Dick Wagenknecht St. Paul TC

#### **Minnesota Community College System**

Joan Costello Inver Hills CC  
Betsy Ingram-Diver Duluth CC

Don Goode Brainerd CC  
Howard Olson N. Hennepin CC

Terry Dilley Austin CC  
Larry Litecky MCC Faculty Assn.

Julie Guelich Normandale CC  
Joel Peterson MCCC

#### **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

Gail Earles St. Cloud SU  
Joe Van Wie Southwest SU  
Gael Mericle Mankato SU  
Mary Wiest Mankato SU  
Dave Hart Alexandria TC  
James Nelson U of M Duluth  
Michael O'Reilly U of M Morris  
Wayne Roberts Macalester College

#### **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 Sprout U of M TC

#### **Biology Articulation Council**

Ann Heuschle Normandale CC  
Lorie Kohler Minneapolis CC  
Dennis O'Melia Inver Hills CC  
David Ongaro Hibbing CC  
Neal Mundahl Winona SU  
Patricia Simpson St. Cloud SU  
Pat Trihey Bemidji SU  
Douglas Keran Brainerd/Staples TC  
Stuart Goldstein U of M TC  
Norman Kerr U of M TC  
Willard Koukkari U of M TC

#### **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 Mathiason Moorhead SU  
Doyle Britton U of M TC  
Vincent Magnuson U of M Duluth  
Lew Pignolet U of M TC

#### **Physics Articulation Council**

Abu Amin Austin CC  
Ray Appel Lakewood CC  
Roger Borowick Rochester CC  
Parke Kunkle Minneapolis CC  
Ron Anderson Bemidji SU  
Edward Borchardt Mankato SU  
Gerry Tobin Winona SU  
Roger Jones U of M TC  
John Kroening U of M Duluth

#### **English Articulation Council**

Joan Costello 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 Leyasmeyer U of M TC

#### **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

#### **History Articulation Council**

Don Boese Itasca CC  
Peter Meintsma 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

##### **Minnesota Technical College System**

Duane Hawkenson\* Hutchinson TC

Ralph Jacobs Mankato SU  
Monte Johnson St. Cloud SU  
Carol Milowski\* Bemidji SU  
Neal Mundahl Winona SU  
Susan Rydell Metro SU  
Bill Wagner Southwest SU  
Gunnar Wikstrom Inter Faculty Organization  
Becky Nelson MN State U Student Assn.

**University of Minnesota**

Bert Ahern\* U of M TC  
Maria Cheng\* U of M TC  
Joanne Eicher U of M TC  
Linda Ellinger U of M TC  
David Frank U of M TC  
Robert Franz U of M Duluth  
Catherine French U of M TC  
Richard Skaggs U of M TC  
Clark Starr U of M TC

Mary Jacquart MN TC System  
Candace Johnson Alexandria TC  
Jarie Klabecek Hibbing TC  
Jerry Reckdahl Hutchinson TC  
Dan Sandell Alexandria TC  
Dick Wagenknecht St. Paul TC  
Martha Yucel NE Metro TC

**Minnesota Community College System**

Joan Costello Inver Hills CC  
Terry Dilley Austin CC  
Julie Guelich Normandale CC  
Betsy Ingram-Diver Duluth CC  
Ken Latham Lakewood CC  
Larry Litecky MN CC Faculty Assn.  
Howard Olson N. Hennepin CC  
Joel Peterson MN CC System  
Brent Glass MN CC Student Assn.

All meetings staffed by Intersystem Collaboration -- Nancy Register Wangen, Faciliator, 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 Transcribing Committee, meet as needed to address special projects.