MnTC Goal Areas Process Clarification

Please review the MnSCU Guidelines for the Review and Design of a Minnesota Transfer Curriculum for more details: http://www.mntransfer.org/pdfs/transfer/PDFs/mntc%20guidelines%20120508.pdf

- Each course must address the competencies listed in at least one of the 10 areas of the curriculum
- A single course can address no more than two areas. (An exception is if all courses are expected to address critical thinking, then CT can be a third area.)
- A course must address at least 51% of the competencies in an area.
- The competencies must be a significant focus of the course.
- Some disciplines are excluded by decision of the collaborating institutions. Because not all courses that might address a competency are general education, courses will not be included from: business, health/physical education, computer science (an exception was made for programming for math, but for most programming courses a high level math is a prerequisite), field experience, career orientation, or, in general, any occupational courses or programs.

A guiding principle suggested for any course's inclusion in an MnTC Goal: "If the justification for inclusion needs to be elaborate, perhaps the course ought not to be in."

For detailed information about the MnTC Goal Areas and the competencies required in each goal, please access this link:

http://www.mntransfer.org/transfer/mntc/t_sample.php

Process

- Initiation and intention (online intention form completed) — faculty submits idea to Department Chairs and Academic Dean for discussion and support – complete the MnSCU Checklist of Evaluation Criteria for courses to be included in the MnTC: http://www.mntransfer.org/pdfs/transfer/PDFs/Checklist%20of%20Evaluation%20Criteria%202-17-10.pdf prior to this discussion.
- Create (Modify?) the Common Course Outline (CCO) using WIDS
- Complete the SCC MnTC goal area template which aligns MnTC student competencies with course competencies
- Faculty developer brings to department meeting for support and chair signature
- Department Chair brings to other LAS Department Chairs for discussion, support and signatures (Individual Department Chairs reflect the views of all faculty within the department they're representing)
- If the faculty developer receives no department chair support or academic dean's support; he/she can elevate to AASC (Curriculum committee will ensure proper format of CCO)
Minnesota State Colleges and Universities
Office of the Chancellor
Academic and Student Affairs—Program Collaboration and Transfer

Guidelines for the Review and Design of a
Minnesota Transfer Curriculum

1. Colleges establish their own processes for review of proposed courses.

2. Each course must address the competencies listed in at least one of the 10 areas of the curriculum
   - A single course can address no more than two areas. (An exception is if all courses are expected to address critical thinking, then CT can be a third area.)
   - A course must address at least 51% of the competencies in an area.
   - The competencies must be a significant focus of the course.

3. Students should be able to complete a transfer curriculum with a minimum of 40 semester credits.

4. Some disciplines are excluded by decision of the collaborating institutions. Because not all courses that might address a competency are general education, courses will not be included from: business, health/physical education, computer science (an exception was made for programming for math, but for most programming courses a high level math is a prerequisite), field experience, career orientation, or, in general, any occupational courses or programs.

5. Some courses are excluded because they are required for admittance to college study in Minnesota. Examples include developmental courses in reading, writing, and mathematics. Intermediate algebra is considered to be a developmental course.

6. Natural science laboratory requirements are a minimum of one traditional lab course and a second with a lab-like experience.

7. Competencies, particularly in theme areas, can be addressed by stand-alone courses or can be embedded across part of the curriculum.

8. Development of a MN Transfer Curriculum is an evolutionary process. Colleges are encouraged to continue to develop their courses, pedagogy, assessment, and organization.

A guiding principle suggested for any course: "If the justification for inclusion needs to be elaborate, perhaps the course ought not to be in."

Developed by the original Oversight Committee
Revised by the MnSCU MnTC Oversight Committee on 03/01/02 for MnSCU application, and adopted for U of M application on 11/26/02.
Revised by the MnSCU Transfer Oversight Committee on 9/19/08 for MnSCU application. These guidelines have not been formally adopted by the University of Minnesota 12/5/08.
Checklist of evaluation criteria for courses to be included in the MnTC

The checklist of evaluation criteria should be used by an institution in the order presented:

1. Is this course a remedial, developmental or occupational training course? If you answer 'yes' to this question, the course does not belong in the MnTC. If you answer 'no' to this question, proceed.

2. Does the course satisfy the institution's philosophy and definition of general education? If you answer 'no' to this question, the course does not belong in the MnTC. If you answer 'yes' to this question, proceed.

3. Is the course consistent with the Guidelines for the Review and Design of a Minnesota Transfer Curriculum?

4. Is the course designed to have significant focus on one or more of the ten goals of the Minnesota Transfer Curriculum?
   a. Does the course meet the definition of the goal area?
   b. A course must address a majority of the competencies for a goal area.
   c. These competencies must be a significant focus of the course.
   d. The accompanying documentation (course outline, learning outcomes, sample assignments, etc.) must clearly address a majority of the specific competencies for this particular goal area.
   e. If you are requesting approval of this course in a second goal area, you must provide evidence (demonstrate) that the course meets 4b and 4c above for both goal areas.

Attachment A: The Minnesota Transfer Curriculum: Goals and Student Competencies

Attachment B: Guidelines for the Review and Design of a Minnesota Transfer Curriculum
Example of MnTC Goal Area Cross-Walk with Course Competencies

Course: CC 1000 ~ Introduction to Unicorns
Goal Area: 3 – Natural Sciences

Goal 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.

**Students will be able to:**

1. Demonstrate understanding of scientific theories.
2. 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.
3. Communicate their experimental findings, analyses, and interpretations both orally and in writing.
4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

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<thead>
<tr>
<th>MnTC Competency</th>
<th>Course Competencies</th>
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<tbody>
<tr>
<td>1</td>
<td>Identify basic biological characteristics of a unicorn.</td>
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<tr>
<td>1</td>
<td>Outline the functions of the main systems of a unicorn.</td>
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<td>2</td>
<td>Describe the process by which a unicorn produces rainbow droppings.</td>
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<td>3</td>
<td>Explain the communication techniques unicorns use with other magical creatures.</td>
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<td>4</td>
<td>Analyze the social stratification of the magical beasts of the forest, specifically as it pertains to unicorns.</td>
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<tr>
<td>4</td>
<td>Examine the placement of the unicorn within the Magical Creatures Hierarchy.</td>
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<td>-</td>
<td>Create a map showing where unicorns can be most easily found.</td>
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<td>-</td>
<td>Summarize reported human-unicorn encounters.</td>
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<tr>
<td>2</td>
<td>Design a plan for effectively locating, capturing, and taming a wild unicorn.</td>
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