

**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

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