To: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

From: Transfer Governance Team

Subject: Review of the Minnesota Transfer Curriculum

In 1991, state legislators, responding to constituent complaints regarding the transfer of credits within Minnesota public colleges, passed legislation leading to the creation of the Minnesota Transfer Curriculum or MnTC. “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.” This legislation led to the creation of the MnTC as we know it today.

“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.” (The Minnesota Transfer Agreement, 1994)

The MnTC became an example to other higher education systems demonstrating how institutions could collaborate to benefit the student while maintaining academic integrity. “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.” (The Minnesota Transfer Agreement, 1994)

While the MnTC remains a powerful tool for transfer students, it does have issues that need to be addressed. Addressing these issues will allow our students to seamlessly transfer between Minnesota State colleges and universities now and in the future.

**Therefore, the Transfer Governance Team is recommending a complete review of the Minnesota Transfer Curriculum.**

*Issues supporting a review of the MnTC*
1. Does the current MnTC recognize the diversity of the students? Students today transfer to numerous colleges and universities on their education pathway. We must recognize the individuality of all students to ensure the MnTC meets the needs of all students.

2. When originally approved, the Minnesota Transfer Agreement recommended a review of the Minnesota Transfer Curriculum after five years. This was never completed.

3. It has been more than 30 years since the legislature mandated the creation of what became the MnTC. I’m sure they would like to know if the MnTC is meeting their constituent’s needs.

4. The original agreement recognized the MnTC must integrate “a body of knowledge and skills with study of contemporary concerns” to ensure we are meeting “the competencies people need to participate successfully in this complex and changing world”. The world has changed drastically since 1991. Does the MnTC today meet these needs?

5. Is the number of credits required to meet the MnTC relevant in today’s society? Should this be more or less, or is 40 the correct number? What do students need to be successful in their careers?

6. There are currently many variations in the number of credits required for different goal areas. This is a barrier for students transferring across institutions. Should the number of credits among goal areas be aligned across campuses to allow students a more streamlined transfer.

7. Some institutions require students to take courses from specific sections within the MnTC Goal areas while other have no sections or possibly less section. As such, students transferring within institutions may have to take additional courses to complete a goal area requirement. For example, students at one institution must take two courses from three sections of Goal Area 5: Economics/Geography, Anthropology/Psychology/Sociology, and History/Political Science. At another institution they can simply take two economics courses.

8. The MnTC excluded “business, health/physical education, computer science... field experience, career orientation, or, in general, any occupational courses or programs.” Is this concept still relevant today? In 1991, we didn’t have smart phones, the internet was in its infancy, and the digital world really didn’t exist. Yet, we know our graduates need to have a strong knowledge base in these areas to be successful in their careers. Do these and other technical courses need to become part of the MnTC.
9. Do we need a periodic review of classes to determine if they are meeting MnTC Goal Area requirements? Currently this is not done.

10. In their original concerns in 1991, the legislature mentioned the success of common course numbering among other systems. Should the MnTC also consider common course numbering to aid students in the transfer process?