



Northland Community & Technical College Transfer and Articulation Committee Meeting

December 7, 2009

10:00 am.

Polycom-TRF Room 545/EGF Room 115

MINUTES

Attendees: Norma Konschak, Kathy Huschle, Rocky Ammerman, Mary Fontes, Don Fischer, and Lori Johnson, Recorder

Topic	Responsible Party	Discussion/Outcome
Call to order		10:05 am.
1. Committee Work Plan		<p>The FY10-FY11 NCTC Committee Work Plan was reviewed and the purpose of the committee was discussed.</p> <p>Primarily responsible for:</p> <ul style="list-style-type: none"> • Increase transfer to Baccalaureate institutions • Standardize test matrix for ward of credits
2. Transfer Certificates		<ul style="list-style-type: none"> • Stacking Certificates – occupational programs • Transfer Agreement vs. Articulation Agreement • Liberal Arts short term certificates – need to clarify MnSCU process for this idea. • Review technical programs to assure compliance – MN Statute 136F.32 • Student success through graduation; certificate; diploma “stackable” • Check with Gerald Schulte on financial aid eligibility for short-term certificates
3. Hidden Prerequisites		<p>Prerequisite vs. Required Course</p> <ul style="list-style-type: none"> • Prerequisite not financial aid eligible • More transparent (program) <ul style="list-style-type: none"> ○ Advising – needs to be spelled out in front page of website under program • Identify pre-requisites for required course, i.e.: <ul style="list-style-type: none"> ○ Intro to Chemistry required MATH 0094 or MATH 0098 or Accuplacer score. • Mary will request list of hidden prerequisites from Ellen Brehmer

		<p>Course Substitutions</p> <ul style="list-style-type: none"> • Programs need to make decision <ul style="list-style-type: none"> ◦ Prescriptive ◦ Broader (transfer curriculum area) • Establish Policy <ul style="list-style-type: none"> ◦ Clarify language “Definition of Prerequisite” <ul style="list-style-type: none"> ▪ MnSCU defines a prerequisite “college level course”. (See email request to Jeanette Daines and her response attached to minutes) • Need definition of what Academic Affairs sees as a prerequisite. • Which courses are most substituted and why? • Course substitutions should require approval from the following: <ul style="list-style-type: none"> ◦ Content Expert (Liberal Arts Faculty) – consultation, recommendation ◦ Advisor – record request ◦ Program Director - approval ◦ Dean - approval
4. Credit for Prior Learning		<p>Update current Policy/Procedure to include an NCTC matrix for standardized test</p> <ul style="list-style-type: none"> ◦ Student manual? <ul style="list-style-type: none"> • Develop NCTC Exam for Credit chart: DSST (formerly DANTES), CLEP, Excelsior, AP <ul style="list-style-type: none"> ◦ Need language in policy to guide how scores are determined • Review policy • Research • Develop cut scores at NCTC <p>Acceptable scores based on faculty input</p>
5. Transfer Credits		<p>Norma handed out a proposal she prepared (attached to minutes)</p> <ul style="list-style-type: none"> • Role of articulation vs. transfer agreements.
6. Articulation Agreements		<p>An Articulation Agreement Process is currently being developed.</p> <ul style="list-style-type: none"> • Review and update established articulation agreements • Pursue new articulation agreements • Advertise! • Move location of current articulation agreements to make them more easily accessed on the website
6. Next Meeting		<p>The meeting schedule was discussed and it was decided to meet following AASC meeting as needed.</p>
Agenda for Next Meeting		
Adjourned		10:55 am.

Minnesota State Colleges and Universities
General Education Transfer—Short-term certificates
Pilot Project at Northland Community and Technical College

Purpose:

The purpose of the pilot project is to provide educational certification to students who are transferring from Community and Technical Colleges to University without fulfilling the requirements of an Associate's degree. NCTC acknowledges a need to address the issue of "non-completers" in transfer programs. Additionally, NCTC would like to investigate methods to provide assistance to transient students (students who freely move among institutions).

To address the need to account for students who transfer without completing a degree; Northland Community & Technical College is willing to engage the area Universities to articulate bundles of General Education courses that are a subset of the Associate of Arts Degree and include the goals of Minnesota Transfer Curriculum.

Guidelines:

This pilot will adhere to the following guidelines:

1. Emphasize the aspects of general education requirements that are common among public institutions in Minnesota and encourage the completion of approved AA/AS transfer programs.
2. Promote the acceptance of general education credits as students transfer from one public institution to another.
3. Enhance cooperation among institutions with respect to academic advising for undergraduates who plan to transfer from one public institution to another.

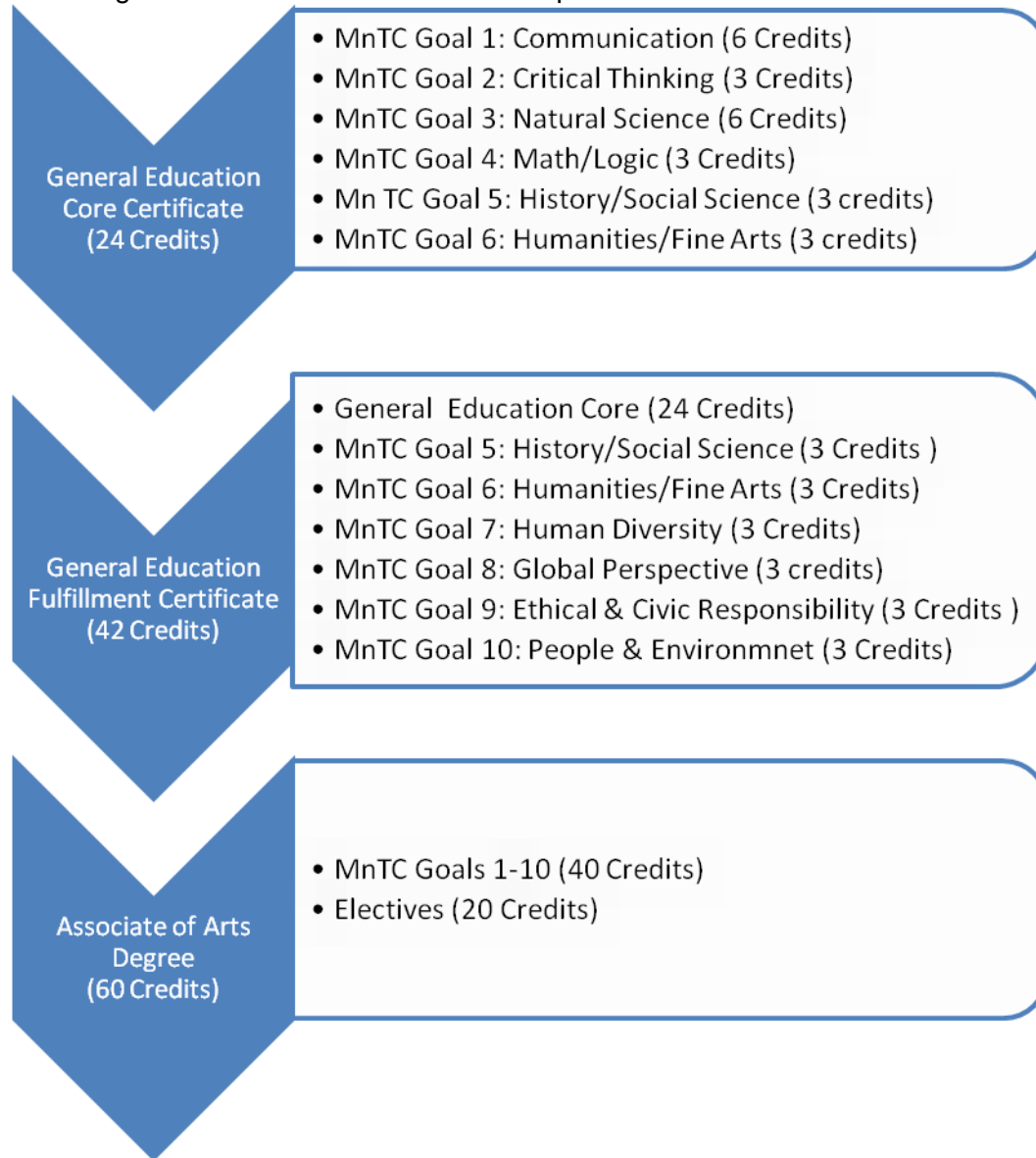
This pilot program will uphold the basic assumption of general education and institutional integrity addressed by the Minnesota Transfer Curriculum agreement.

Certificates of General Education:

There will be two levels of general education certification; each level is based on the number and category of courses taken. Each certification is identified below:

1. **General Education Core Certificate:** Students in good standing (do we need to define this? GPA =2.0 or better?) who have completed 24 credits of general education in the goal area categories 1 through 6. It is a common admission practice of universities to accepted transfer students who have completed a minimum of 24 credits at a community and/or technical college. In some instances the university will waive other admission requirements such as ACT/SAT scores, since the transfer student has demonstrated an ability to be successful in collegiate work. Individuals in this category must fulfill the remaining general education requirements of the receiving institution which have not been fulfilled through the core certificate.
2. **General Education Fulfillment Certificate:** Students in good academic standing who have completed a general education program of 42 semester credits with a 2.0 GPA which includes the 24 credit core, the certificate will included all 10 goal areas of the Minnesota Transfer Curriculum. Individuals in this category must fulfill any additional general education requirements of the receiving institution that are not address by Goal Areas 1 through 10 in the Minnesota Transfer Curriculum.

Following is an illustration of the relationship of the certificates to each other and to an Associates of Arts Degree.



Email Request to Jeanette Daines:

Jeanette,

We are engaged in a process to develop definitions that will highlight the distinction among the various titles given to courses included in our academic inventory. This message was prompted by the following statement included in Dr. Baer's September 23rd memo: "assure that preparatory courses are not counted as part of the degree program." Is "preparatory" referring to developmental courses or other college-level courses that are needed prior to admission to a specific program?

Our Academic Affairs and Standards Council has taken pause to consider what is the difference between the following:

1. Developmental Courses
2. Preparatory Courses
3. Pre-requisite Courses
- 3.a. Can a Developmental Course be designated as a pre-requisite?

We are trying to determine if there is a bright-line distinction among these descriptive titles. Or, are any or all interchangeable? Any guidance you can provide would be most helpful.

Thank you. I look forward to your reply.

Norma A. Kenschak, CPA, M.Acc.

Response:

Norma, I don't know that I can give you the crisp definition that you are looking for, but basically a developmental course is not college-level whereas a preparatory course is.

I'd say that a preparatory course might be situational--for certain programs it would not be a preparatory course, but other programs might expect the incoming student to have had a comparable experience in high school. If the student hasn't, then s/he might be expected to take such a course before enrolling in the program. You wouldn't list it as a prerequisite (because other students might have already had this experience), and it doesn't need to be counted in the program total number of credits.

However, a prerequisite course does need to be included in the program credit total.

Have you seen the definitions that are included in system procedure? I've copied some pertinent statements below, but if you want to see the whole procedure, I'd suggest going to the system website and selecting "Policy and Procedure". Here's the definitions:

From Procedure 3.36.1:

Part 2, Subpart AA. Preparatory Course. Preparatory course means a lower-division college level course, outside of an academic program, that compensates for insufficient high school or equivalent preparation.

Part 2, Subpart BB. Prerequisite Course. Prerequisite course means a college level course within an academic program that all students must complete before enrolling in another college level course or major.

From Procedure 3.3.1:

Part 1. Definitions.

Subpart A. College-level courses. A college-level course is a college or university course that meets college-level standards. Credits earned in a college-level course apply toward the requirements of a certificate, diploma, or degree.

Subpart B. Developmental-level course. A developmental-level course is a course designed to prepare a student for entry into college-level courses. Developmental-level course credits do not apply toward a certificate, diploma, or degree.

Since by definition a developmental course is not a college-level course, you wouldn't list it as a prerequisite. Both developmental and preparatory courses might be considered as being specific to a particular student's needs.

I realize I've probably not been very clear . . . let me know what questions you have after reading the above and I'll try to do better.

Thanks,

Jeanette Daines, Ph.D