

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 4 – C (3) (e)

DATE: May 24, 2017

SUBJECT: GE Block Transfer: NSU – Northland Community Technical College

Board of Regents [Policy 2.5 Transfer of Credit](#) outlines the framework for coordinating the block transfer of General Education coursework for students entering the Regental system with an earned Associate of Arts (AA) or Associate of Science (AS) degree. Institutional Registrars are asked to evaluate the General Education goals and learning outcomes from the sending institution to determine alignment with the AA and AS requirements outlined in BOR [Policy 2:26 Associate Degree General Education Requirements](#). During the August 2016 meeting, AAC approved the creation of the GE Block Transfer Form which shall be used by institution performing the assessment.

Personnel at Northern State University have performed a review of the General Education requirements at Northland Community Technical College, and recommend the creation of a GE Block Transfer agreement with this institution for students entering the Regental system with an AS or AA degree awarded. The AS/AA degree programs at the institution requires a total of 30 (AS) and 40 (AA) credit hours of General Education coursework, and the course equivalencies align with all existing Regental system General Education goals and outcomes.

RECOMMENDED ACTION

Approve the General Education Block Transfer for the Associate of Science and Associate of Arts degrees for students transferring from Northland Community Technical College.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Transfer of General Education Block Credit

Use this form to evaluate the transferability of the General Education Goals and Curriculum from an Accredited Institution which results in a significant number of student transfer within the Regental system.

Northern State University

**Northland Community Technical College,
Thief River Falls, MN**

Institution Performing Review

Transfer Institution

Alan D. Ja Fave

3/14/17

Institutional Chief Academic Officer Approval Signature

Date

Which requirements are being applied? BS/BA AS/AA

Transferring Institution Accrediting Agency: NCA-HLC

Number of Transfer Students in the Last 5 Years 10

Identify general education goals at the transferring institution that correspond with current Regental System general education goals. If there is no corresponding goal, leave the box blank. Additionally, identify courses at the transferring institution that would fulfil the transferring institution's general education goals.

System Goals	Transferring Institutional Goals	Sample Courses	Number of Credit Hours Required for Goal												
1. Student will write effectively and responsibly and will understand and interpret the written expression of others.	Goal 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	<table border="1"> <thead> <tr> <th>Course Nbr</th> <th>Course Title</th> <th>Credits</th> <th>Fulfills Goal Area</th> </tr> </thead> <tbody> <tr> <td>ENGL 1111</td> <td>Composition I</td> <td>3</td> <td>1, 2</td> </tr> <tr> <td>ENGL 1112</td> <td>Composition II</td> <td>3</td> <td>1, 2</td> </tr> </tbody> </table>	Course Nbr	Course Title	Credits	Fulfills Goal Area	ENGL 1111	Composition I	3	1, 2	ENGL 1112	Composition II	3	1, 2	6
		Course Nbr	Course Title	Credits	Fulfills Goal Area										
		ENGL 1111	Composition I	3	1, 2										
ENGL 1112	Composition II	3	1, 2												

	<p>communication, public speaking, and discussion.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation. • Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. • Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view. • Select appropriate communication choices for specific audiences. • Construct logical and coherent arguments. • Use authority, point-of-view, and individual voice and style in their writing and speaking. • Employ syntax and usage appropriate to academic disciplines and the professional world. 														
<p>2. Students will communicate effectively and responsibly through listening and speaking.</p>	<p>Goal 1 Communication</p> <p>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.</p>	<table border="1"> <tr> <td>SPCH 1101</td> <td>Intro to Public Speaking</td> <td>3</td> <td>1, 2</td> </tr> <tr> <td>SPCH 1103</td> <td>Interpersonal Communicati</td> <td>3</td> <td>1, 2</td> </tr> <tr> <td>SPCH 1111</td> <td>Small Group Communication</td> <td>3</td> <td>1</td> </tr> </table>	SPCH 1101	Intro to Public Speaking	3	1, 2	SPCH 1103	Interpersonal Communicati	3	1, 2	SPCH 1111	Small Group Communication	3	1	<p>3</p>
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<p>3. Student will understand organization, potential, and diversity of human community through study of the social sciences</p>	<p>Goal 5: History and the Social and Behavioral Sciences</p> <p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Employ the methods and data that historians and social and behavioral 	<p>GOAL AREA 5: History & Social Science (9 credits min.)</p> <p>A minimum of 9 credits (3 courses) from two departments from the following:</p> <table border="1" data-bbox="753 1472 1360 1866"> <thead> <tr> <th>Course Nbr</th> <th>Course Title</th> <th>Credits</th> <th>Fulfills Goal Area</th> </tr> </thead> <tbody> <tr> <td>ANTH 2201</td> <td>Phys Anthropology & Archa</td> <td>3</td> <td>5, 10</td> </tr> <tr> <td>ANTH 2202</td> <td>Cultural Anthropology</td> <td>3</td> <td>5, 8</td> </tr> </tbody> </table>	Course Nbr	Course Title	Credits	Fulfills Goal Area	ANTH 2201	Phys Anthropology & Archa	3	5, 10	ANTH 2202	Cultural Anthropology	3	5, 8	<p>9</p>
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<p>scientists use to investigate the human condition.</p> <ul style="list-style-type: none"> • Examine social institutions and processes across a range of historical periods and cultures. • Use and critique alternative explanatory systems or theories. • Develop and communicate alternative explanations or solutions for contemporary social issues. 	ECON 1110	Prin of Economics	3	5
	ECON 2201	Microeconomics	3	5
	ECON 2202	Macroeconomics	3	5, 8
	GEOG 2241	Physical Geography	3	5, 10
	HIST 1101	West Civ Pre- 1500	4	5, 8
	HIST 1102	West Civ Post- 1500	4	5, 8
	HIST 2201	US History Pre- 1865	3	5, 7
	HIST 2202	US History Post- 1865	3	5, 7
	HIST 2210	Minnesota History	3	5
	HIST 2213	Civil War/Reconstructio n	3	5
	HIST 2215	American Indian Studies	3	5, 7
	HIST 2231	US Women's History	3	5, 7
	HIST 2250	American Minorities	3	5, 7
	PLSC 1101	Intro Political Science	3	5, 8
	PLSC 1102	American Govt/Politics	3	5, 9
PLSC 1103	State/Local Government	3	5, 9	

		<table border="1"> <tbody> <tr> <td>PLSC 2202</td> <td>International Relations</td> <td>3</td> <td>5, 8</td> </tr> <tr> <td>PLSC 2204</td> <td>Comparative Governments</td> <td>3</td> <td>5, 8</td> </tr> <tr> <td>PLSC 2221</td> <td>Civil Liberties</td> <td>3</td> <td>5, 9</td> </tr> <tr> <td>PSYC 1105</td> <td>Intro to Psychology</td> <td>3</td> <td>5</td> </tr> <tr> <td>PSYC 2201</td> <td>Developmental Psychology</td> <td>3</td> <td>5</td> </tr> <tr> <td>PSYC 2215</td> <td>Abnormal Psychology</td> <td>3</td> <td>5</td> </tr> <tr> <td>SOCI 1101</td> <td>Intro to Sociology</td> <td>3</td> <td>5, 7</td> </tr> <tr> <td>SOCI 1102</td> <td>Social Problems in US</td> <td>3</td> <td>5, 7</td> </tr> <tr> <td>SOCI 1106</td> <td>Intro Criminal Justice</td> <td>3</td> <td>5, 9</td> </tr> <tr> <td>SOCI 2212</td> <td>Sex, Gender & Society</td> <td>3</td> <td>5, 7</td> </tr> <tr> <td>SOCI 2215</td> <td>Criminology</td> <td>3</td> <td>5, 9</td> </tr> <tr> <td>SOCI 2220</td> <td>Intimacy, Family & Divers</td> <td>3</td> <td>5, 7</td> </tr> </tbody> </table>	PLSC 2202	International Relations	3	5, 8	PLSC 2204	Comparative Governments	3	5, 8	PLSC 2221	Civil Liberties	3	5, 9	PSYC 1105	Intro to Psychology	3	5	PSYC 2201	Developmental Psychology	3	5	PSYC 2215	Abnormal Psychology	3	5	SOCI 1101	Intro to Sociology	3	5, 7	SOCI 1102	Social Problems in US	3	5, 7	SOCI 1106	Intro Criminal Justice	3	5, 9	SOCI 2212	Sex, Gender & Society	3	5, 7	SOCI 2215	Criminology	3	5, 9	SOCI 2220	Intimacy, Family & Divers	3	5, 7	
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4. Students will understand the diversity and complexity of the human experience through study of the arts and humanities.	<p>Goal 6: The Humanities and Fine Arts</p> <p>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</p>	<p>GOAL AREA 6: Humanities & Fine Arts (8 credits min.)</p> <p>A minimum of 8 credits (3 courses) from two departments from the following:</p> <table border="1"> <thead> <tr> <th>Course Nbr</th> <th>Course Title</th> <th>Credits</th> <th>Fulfills Goal Area</th> </tr> </thead> </table>	Course Nbr	Course Title	Credits	Fulfills Goal Area	8																																												
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<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the scope and variety of works in the arts and humanities. • Understand those works as expressions of individual and human values within a historical and social context. • Respond critically to works in the arts and humanities. • Engage in the creative process or interpretive performance. • Articulate an informed personal reaction to works in the arts and humanities. 	ARTS	Art	3	6
	1101	Appreciation		
	ARTS	Basic Drawing	3	6
	1111	I		
	ARTS	Life Drawing	3	6
	1112			
	ARTS	Intro Art I-2D	3	6
	1125	Design		
	ARTS	Intro Art II-3D	3	6
	1126	Design		
	ARTS	Intro to	3	6
	1156	Painting		
	ARTS	Intro to	3	6
	1157	Printmaking		
	ARTS	Art: Paleo-	3	6, 7
2233	Gothic			
ARTS	Art: Gothic-	3	6, 7	
2234	Today			
ENGL	Intro to	3	6	
1126	Literature			
ENGL	Creative	3	6	
2203	Writing			
ENGL	Women's	3	2, 6	
2221	Literature			
ENGL	Literature &	3	6	
2231	Film			
ENGL	American Lit	3	6	
2241	Pre-1865			
ENGL	American Lit	3	6	
2242	Post-1865			
ENGL	Multicultural	3	6, 7	
2248	Literature			

		ENGL 2251	British Lit Pre- 1785	3	6
		ENGL 2252	British Lit Post-1785	3	6
		ENGL 2258	World Literature	3	6, 8
		HUMN 1101	Intro to Humanities	3	2, 6
		MUSC 1101	Musical Experience	3	6
		MUSC 1102	Rock History	3	6, 7
		MUSC 1111	Music Fundamentals	3	6
		MUSC 2108	Jazz History	3	6, 7
		MUSC 2201	Classroom Music Skills	3	6
		MUSC 2203	World Music	3	6, 8
		PHIL 1101	Intro to Philosophy	3	2, 6
		PHIL 1102	Intro to Ethics	3	2, 6, 9
		PHIL 1111	Philosophy of Religion	3	6, 8
		PHIL 2210	Morals and Medicine	3	2, 6, 9
		SPAN 1120	Hispanic Cultures	3	6, 10
		SPCH 2201	Oral Interp Literature	3	6

		THTR 1102 Beginning Acting 3 6 THTR 2201 History of Film 3 6																																													
5. Students will understand and apply fundamental mathematical process and reasoning.	<p>Goal 4: Mathematics/Logical Reasoning</p> <p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Illustrate historical and contemporary applications of mathematics/logical systems. • Clearly express mathematical/logical ideas in writing. • Explain what constitutes a valid mathematical/logical argument (proof). • Apply higher-order problem-solving and/or modeling strategies. 	<p>GOAL AREA 4: Math & Logic (3 credits min.)</p> <p>A minimum of 3 credits (1 course) from the following:</p> <table border="1"> <thead> <tr> <th>Course Nbr</th> <th>Course Title</th> <th>Credits</th> <th>Fulfills Goal Area</th> </tr> </thead> <tbody> <tr> <td>MATH 1102</td> <td>Contemporary Math</td> <td>3</td> <td>2, 4</td> </tr> <tr> <td>MATH 1106</td> <td>Trigonometry</td> <td>2</td> <td>4</td> </tr> <tr> <td>MATH 1110</td> <td>College Algebra</td> <td>3</td> <td>4</td> </tr> <tr> <td>MATH 1113</td> <td>Pre-Calculus</td> <td>5</td> <td>4</td> </tr> <tr> <td>MATH 1131</td> <td>Applied Calculus</td> <td>3</td> <td>4</td> </tr> <tr> <td>MATH 2203</td> <td>Statistics</td> <td>4</td> <td>4</td> </tr> <tr> <td>MATH 2231</td> <td>Calculus I</td> <td>4</td> <td>4</td> </tr> <tr> <td>MATH 2232</td> <td>Calculus II</td> <td>4</td> <td>4</td> </tr> <tr> <td>MATH 2233</td> <td>Calculus III</td> <td>4</td> <td>4</td> </tr> <tr> <td>PHIL 2000</td> <td>Logic</td> <td>3</td> <td>2, 4</td> </tr> </tbody> </table>	Course Nbr	Course Title	Credits	Fulfills Goal Area	MATH 1102	Contemporary Math	3	2, 4	MATH 1106	Trigonometry	2	4	MATH 1110	College Algebra	3	4	MATH 1113	Pre-Calculus	5	4	MATH 1131	Applied Calculus	3	4	MATH 2203	Statistics	4	4	MATH 2231	Calculus I	4	4	MATH 2232	Calculus II	4	4	MATH 2233	Calculus III	4	4	PHIL 2000	Logic	3	2, 4	3
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6. Students	Goal 3: Natural	GOAL AREA 3: Natural	6																																												

<p>will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.</p>	<p>Sciences</p> <p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of scientific theories. • 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. • Communicate their experimental findings, analyses, and interpretations both orally and in writing. • Evaluate societal issues from a natural science perspective, ask questions about the evidence 	<p>Sciences (6 credits min.)</p> <p>A minimum of 6 credits (2 courses) from the following: Note: A minimum of one traditional lab course and a second with a lab-like experience.</p> <table border="1" data-bbox="756 411 1357 1843"> <thead> <tr> <th>Course Nbr</th> <th>Course Title</th> <th>Credits</th> <th>Fulfills Goal Area</th> </tr> </thead> <tbody> <tr> <td>BIOL 1101</td> <td>Concepts of Biology</td> <td>4</td> <td>3, 10</td> </tr> <tr> <td>BIOL 1111</td> <td>Biological Prin I</td> <td>4</td> <td>3, 10</td> </tr> <tr> <td>BIOL 1112</td> <td>Biological Prin II</td> <td>4</td> <td>3, 10</td> </tr> <tr> <td>BIOL 1120</td> <td>Human Biology</td> <td>4</td> <td>3, 10</td> </tr> <tr> <td>BIOL 2131</td> <td>Nutrition</td> <td>3</td> <td>3</td> </tr> <tr> <td>BIOL 2221</td> <td>Microbiology</td> <td>3</td> <td>3</td> </tr> <tr> <td>BIOL 2252</td> <td>Anatomy & Phys I</td> <td>3</td> <td>3, 10</td> </tr> <tr> <td>BIOL 2254</td> <td>Anatomy & Phys II</td> <td>3</td> <td>3, 10</td> </tr> <tr> <td>BIOL 2256</td> <td>Advanced Physiology</td> <td>2</td> <td>3</td> </tr> <tr> <td>CHEM 1020</td> <td>Intro to Chemistry</td> <td>4</td> <td>3</td> </tr> <tr> <td>CHEM 1121</td> <td>General Chemistry I</td> <td>5</td> <td>3</td> </tr> <tr> <td>CHEM 1122</td> <td>General Chemistry II</td> <td>5</td> <td>3</td> </tr> </tbody> </table>	Course Nbr	Course Title	Credits	Fulfills Goal Area	BIOL 1101	Concepts of Biology	4	3, 10	BIOL 1111	Biological Prin I	4	3, 10	BIOL 1112	Biological Prin II	4	3, 10	BIOL 1120	Human Biology	4	3, 10	BIOL 2131	Nutrition	3	3	BIOL 2221	Microbiology	3	3	BIOL 2252	Anatomy & Phys I	3	3, 10	BIOL 2254	Anatomy & Phys II	3	3, 10	BIOL 2256	Advanced Physiology	2	3	CHEM 1020	Intro to Chemistry	4	3	CHEM 1121	General Chemistry I	5	3	CHEM 1122	General Chemistry II	5	3	
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presented, and make informed judgments about science-related topics and policies.	CHEM 2205	Survey Gen/Org/Bio Chm	4	3
	CHEM 2211	Organic Chemistry I	5	3
	CHEM 2212	Organic Chemistry II	5	3
	NSCI 1103	Geology	4	3, 10
	NSCI 1123	Astronomy	4	3
	NSCI 2203	Environmental Science	4	3, 10
	PHYS 1111	General Physics I	4	3
	PHYS 1112	General Physics II	4	3
	PHYS 2211	Physics I	5	3
	PHYS 2212	Physics II	5	3
Total General Education Credit Hours Required to Meet BOR Goals				30
Total General Education Credit Hours Required from Transferring Institution				40 (AA), 30 (AS)
The AS degree appears to require only one composition class, and one Arts & Humanities, perhaps depending on the program. Students must take courses from a minimum of 6 of the 10 MNTC goals.				