

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 4 – C (3) (f)

DATE: May 24, 2017

SUBJECT: GE Block Transfer: NSU – Rochester Community and 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 Rochester Community and 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 Rochester Community and 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

Rochester Community and Technical College

Institution Performing Review

Transfer Institution

Alan D. Ja Fawc

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 5

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 Objective: 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	<ul style="list-style-type: none"> • ENGL 1117, Reading and Writing Critically I, 4 cr • ENGL 1118, Reading and Writing Critically II, 4 cr 	8

	<p>speaking, and discussion.</p> <p>Student Competencies for Goal 1:</p> <ul style="list-style-type: none"> • Construct logical and coherent arguments. • Select appropriate communication choices for specific audiences. • Employ syntax and usage appropriate to academic disciplines and the professional world. • Use authority, point-of-view, and individual voice and style in their writing and speaking. • Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view. • Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. • Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation. 		
<p>2. Students will communicate effectively and responsibly through listening and speaking.</p>	<p>Goal 1: Communication Objective: 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</p>	<p>COMM 1114, Fundamentals of Public Speaking OR COMM 1130, Interpersonal Communication, 3 Cr</p>	<p>3</p>

	<p>opportunities for interpersonal communication, public speaking, and discussion.</p> <p>Student Competencies for Goal 1:</p> <ul style="list-style-type: none"> • Construct logical and coherent arguments. • Select appropriate communication choices for specific audiences. • Employ syntax and usage appropriate to academic disciplines and the professional world. • Use authority, point-of-view, and individual voice and style in their writing and speaking. • Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view. • Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. • Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation. 																							
<p>3. Student will understand organization, potential, and diversity of human community through study of the social sciences</p>	<p>Goal 5: Hist/Soc/Behav Sci</p> <p>Minimum: 9 Credits with a minimum of <u>two</u> credits from each of <u>three</u> areas from MnTC Goal 5</p> <p>Objective: To increase students knowledge of how historians and social and behavioral scientists discover,</p>	<table border="0"> <tr> <td>ANTH 1611</td> <td>Physical Anthropology & Archeology</td> <td>3</td> </tr> <tr> <td>ANTH 1612</td> <td>Cultural Anthropology</td> <td>3</td> </tr> <tr> <td>ECON 1101</td> <td>Introduction to Economics</td> <td>3</td> </tr> <tr> <td>ECON 2214</td> <td>Principles of Economics: Micro</td> <td>4</td> </tr> <tr> <td>ECON 2215</td> <td>Principles of Economics: Macro</td> <td>4</td> </tr> <tr> <td>GEOG 1614</td> <td>Human Geography</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>The Ancient World</td> <td>3</td> </tr> </table>	ANTH 1611	Physical Anthropology & Archeology	3	ANTH 1612	Cultural Anthropology	3	ECON 1101	Introduction to Economics	3	ECON 2214	Principles of Economics: Micro	4	ECON 2215	Principles of Economics: Macro	4	GEOG 1614	Human Geography	3	HIST	The Ancient World	3	<p>9</p>
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	<p>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>Student Competencies for Goal 5:</p> <ul style="list-style-type: none"> • Use and critique alternative explanatory systems or theories. • Examine social institutions and processes across a range of historical periods and cultures. • Develop and communicate alternative explanations or solutions for contemporary social issues. • Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition. 	<p>1611</p> <p>HIST 1613 Foundations of Western Civilization: From Ancient Greece to 1715 3</p> <p>HIST 1614 Europe in the Modern Age: 1715-Present 3</p> <p>HIST 1615 War and Peace in the 20th Century 3</p> <p>HIST 1617 World History to 1500 3</p> <p>HIST 1618 World History Since 1500 3</p> <p>HIST 1622 History in Minnesota 3</p> <p>HIST 1624 U.S. History to 1865 3</p> <p>HIST 1625 U.S. History 1865-Present 3</p> <p>HIST 1628 History of the Americas 3</p> <p>HIST 1631 Modern Asian Civilizations 3</p> <p>HIST 1640 Women in History 3</p> <p>HIST 1650 History of Religion 3</p> <p>HIST 1789 History of the American Presidency 3</p> <p>HIST 2070 History of the Rock and Roll Era 3</p> <p>HIST 2619 Issues in Modern World History 3</p> <p>MCOM 1110 Introduction to Mass Communication 3</p> <p>MCOM 2130 Mass Communication Theory 3</p> <p>POLS 1615 Introduction to American Government 3</p> <p>POLS 1619 International Relations 3</p> <p>POLS 1620 Constitutional Law 3</p> <p>POLS 1630 Introduction to Political Science 3</p>	
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		PSYC 1600 Positive Life Skills 3 PSYC 1611 Psychology of Adjustment 3 PSYC 1650 Evolution and Human Behavior 3 PSYC 1660 Health Psychology 3 PSYC 2611 Social Psychology 3 PSYC 2618 General Psychology 4 PSYC 2620 Introduction to Cultural Psychology 3 PSYC 2622 Abnormal Psychology 3 PSYC 2626 Human Growth & Development 3 SOC 1612 Sex and Gender in Society 3 SOC 1614 Introduction to Sociology 3 SOC 1616 Social Problems 3 SOC 1618 Environmental Sociology 3 SOC 2612 Marriage and the Family Across the Life Span 3 SOC 2618 Social Interaction 3 SOC 2625 Minority Group Relations 3	
4. Students will understand the diversity and complexity of the human experience through study of the arts and humanities.	Goal 6: Humanities/Fine Arts Minimum: 9 Credits with a minimum of <u>two</u> credits from each of <u>three</u> areas from MnTC Goal 6 Objective: 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,	ART 1010 Introduction to Art 3 ART 1110 Art Appreciation 3 ART 1111 Art History Survey I 3 ART 1112 Art History Survey II 3 ART 1120 Computer As Creative Media 3 ART 1121 2D Design 3 ART 1123 3D Design 3 ART 1124 Graphic Design I 3	9

	<p>form aesthetic 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>Student Competencies for Goal 6:</p> <ul style="list-style-type: none"> • 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. • 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 an historical and social context. 	<table border="0"> <tr><td>ART 1130</td><td>Digital Art I</td><td>3</td></tr> <tr><td>ART 1134</td><td>Drawing I</td><td>3</td></tr> <tr><td>ART 1140</td><td>Printmaking: Relief and Intaglio</td><td>3</td></tr> <tr><td>ART 1144</td><td>Painting I</td><td>3</td></tr> <tr><td>ART 1164</td><td>Ceramics I</td><td>3</td></tr> <tr><td>ART 1175</td><td>Art of the Islamic World</td><td>3</td></tr> <tr><td>ART 1184</td><td>Photography I</td><td>3</td></tr> <tr><td>ART 1212</td><td>Figure Drawing</td><td>3</td></tr> <tr><td>ART 1284</td><td>Darkroom Photography</td><td>3</td></tr> <tr><td>COMM 1125</td><td>Oral Interpretation</td><td>3</td></tr> <tr><td>DANC 1101</td><td>Ballet I</td><td>3</td></tr> <tr><td>DANC 1102</td><td>Modern I</td><td>3</td></tr> <tr><td>DANC 1103</td><td>Jazz I</td><td>3</td></tr> <tr><td>DANC 1125</td><td>Dance Appreciation</td><td>3</td></tr> <tr><td>ENGL 1121</td><td>Mythology & Ancient Legend</td><td>3</td></tr> <tr><td>ENGL 1125</td><td>Women's Perspectives</td><td>3</td></tr> <tr><td>ENGL 1150</td><td>Introduction to Creative Writing</td><td>3</td></tr> <tr><td>ENGL 2230</td><td>Minnesota Literature</td><td>3</td></tr> <tr><td>ENGL 2252</td><td>Writing Poetry</td><td>3</td></tr> <tr><td>ENGL 2255</td><td>Shakespeare: Screen, Stage, and Page</td><td>3</td></tr> <tr><td>ENGL 2260</td><td>Literature: Topical Studies</td><td>0</td></tr> <tr><td>ENGL 2273</td><td>Early American Literature</td><td>3</td></tr> <tr><td>ENGL 2274</td><td>Modern American Literature</td><td>3</td></tr> <tr><td>ENGL 2275</td><td>Asian-American Literature</td><td>3</td></tr> <tr><td>ENGL 2276</td><td>Best Sellers</td><td>3</td></tr> </table>	ART 1130	Digital Art I	3	ART 1134	Drawing I	3	ART 1140	Printmaking: Relief and Intaglio	3	ART 1144	Painting I	3	ART 1164	Ceramics I	3	ART 1175	Art of the Islamic World	3	ART 1184	Photography I	3	ART 1212	Figure Drawing	3	ART 1284	Darkroom Photography	3	COMM 1125	Oral Interpretation	3	DANC 1101	Ballet I	3	DANC 1102	Modern I	3	DANC 1103	Jazz I	3	DANC 1125	Dance Appreciation	3	ENGL 1121	Mythology & Ancient Legend	3	ENGL 1125	Women's Perspectives	3	ENGL 1150	Introduction to Creative Writing	3	ENGL 2230	Minnesota Literature	3	ENGL 2252	Writing Poetry	3	ENGL 2255	Shakespeare: Screen, Stage, and Page	3	ENGL 2260	Literature: Topical Studies	0	ENGL 2273	Early American Literature	3	ENGL 2274	Modern American Literature	3	ENGL 2275	Asian-American Literature	3	ENGL 2276	Best Sellers	3	
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		ENGL 2277	Women and Literature	3
		ENGL 2284	Literature and the Environment	3
		ENGL 2290	Fiction Writing	3
		ENGL 2297	Children's Literature	3
		ENGL 2298	Adolescent Literature	3
		ENGL 2978	The Bible as Literature: Honors	3
		FREN 1001	French Culture in a Global Context	3
		FREN 1101	Beginning French I	4
		FREN 1102	Beginning French II	4
		FREN 2101	Intermediate French	3
		FREN 2102	Intermediate French II	3
		HUM 1001	Introduction to Hispanic Cultures	3
		HUM 1020	French-Speaking Cultures (In English)	3
		HUM 1111	Ancient Greek & Roman Culture & the Middle Ages: 900 B.C. to 1400 A.D.	3
		HUM 1112	The Renaissance Through the Enlightenment: 1400 A.D. to 1770 A.D.	3
		HUM 1113	The Romantic Age Through the Modern Age: 1770 A.D. to 2000 A.D.	3
		HUM 1131	The Art of Being Human	3
		HUM 1141	Brave New Worlds: The Humanities and Contemporary Culture (1965-Present)	3
		HUM 1190	Native American Studies	3
		HUM	Compassion	3

		1500	Studies	
		HUM 1841	Studies in Leadership	4
		HUM 2121	Women's Issues Around the World	3
		HUM 2255	Shakespeare: Screen, Stage, and Page	3
		MCOM 1106	American Cinema	3
		MUSC 1001	Music Fundamentals	3
		MUSC 1002	Music, Video, Lights	3
		MUSC 1101	Music Appreciation	3
		MUSC 1201	History of Music to 1600	3
		MUSC 1202	History of Music Since 1600	3
		MUSC 1221	Popular Music in the United States	3
		MUSC 1231	Introduction to World Music	3
		MUSC 1241	Movies and Composers	3
		MUSC 1301	Concert Choir	1
		MUSC 1302	Concert Band	1
		MUSC 1321	Aires	1
		MUSC 1322	Jazz Band	1
		MUSC 1331	Vocal Ensemble	1
		MUSC 1332	Instrumental Ensemble	2
		MUSC 1340	World Drum Ensemble	1
		MUSC 1350	Marching Percussion Ensemble	1
		MUSC 1401	Beginning Class Piano	3
		MUSC 1421	Beginning Class Voice	3
		MUSC 1422	Intermediate Class Voice	2
		MUSC 1431	Beginning Class Guitar	3

		<p>MUSC Applied Music - 1 1450 Vocal</p> <p>MUSC Musicianship I 4 1501</p> <p>MUSC Electronic Music 3 1601 Composition I</p> <p>MUSC Vocal 1 2450 Performance Workshop</p> <p>PHIL Introduction to 3 1114 Philosophy</p> <p>PHIL Ethics 3 1125</p> <p>PHIL Environmental 3 1130 Ethics</p> <p>PHIL Bioethics 3 1135</p> <p>PHIL Aesthetics 3 1140</p> <p>PHIL Philosophy of 3 1160 Religion</p> <p>PHIL Science Fiction 3 2001 and Philosophy</p> <p>PHIL Business Ethics 3 2130</p> <p>SPAN Introduction to 3 1001 Hispanic Cultures</p> <p>SPAN Beginning Spanish 4 1101 I</p> <p>SPAN Beginning Spanish 4 1102 II</p> <p>THTR Beginning Acting I 3 1121</p> <p>THTR Theatre 3 1134 Appreciation</p>	
<p>5. Students will understand and apply fundamental mathematical process and reasoning.</p>	<p>Goal 4: Mathematical/Logical Reasoning Minimum: 3 Credits from MnTC Goal 4</p> <p>Objective: 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</p>	<p>MATH Foundations of 3 1050 Mathematics: Algebra Emphasis</p> <p>MATH Foundations of 3 1060 Mathematics: Geometry Emphasis</p> <p>MATH Statway Statistics 4 1090 II</p> <p>MATH Contemporary 3 1111 Concepts in Mathematics</p> <p>MATH Finite Math With 3 1113 College Algebra</p> <p>MATH College Algebra 3 1115</p>	<p>3</p>

	<p>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>Student Competencies for Goal 4:</p> <ul style="list-style-type: none"> Clearly express mathematical/logical ideas in writing. Apply higher-order problem-solving and/or modeling strategies. Explain what constitutes a valid mathematical/logical argument(proof). Illustrate historical and contemporary applications of mathematical/logical systems. 	<p>MATH Precalculus 4 1117</p> <p>MATH Applied Calculus 3 1119</p> <p>MATH Calculus I 5 1127</p> <p>MATH Calculus II 5 1128</p> <p>MATH Fundamentals of 4 2208 Statistics</p> <p>PHIL Logic 3 1145</p>	
<p>6. Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.</p>	<p>Goal 3: Natural Science</p> <p>Minimum: 6 Credits with a minimum of <u>two</u> courses with a lab from two different areas that meet MnTC Goal 3</p> <p>Objective: 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</p>	<p>BIOL Environmental 3 1100 Biology</p> <p>BIOL Elements of 3 1101 Biology</p> <p>BIOL Plant Biology 3 1102</p> <p>BIOL Fundamentals of 4 1107 Anatomy & Physiology</p> <p>BIOL Human Biology 4 1110</p> <p>BIOL Principles of 4 1127 Anatomy & Physiology I</p> <p>BIOL Principles of 3 1128 Anatomy & Physiology II</p> <p>BIOL Anatomy and 2 1216 Physiology of the Nervous & Respiratorv</p>	<p>6</p>

	<p>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>Student Competencies for Goal 3:</p> <ul style="list-style-type: none"> • Demonstrate understanding of scientific theories. • 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 presented, and make informed judgments about science-related topics and policies. • 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. 	<p>Systems</p> <p>BIOL 1217 Anatomy & Physiology I 4</p> <p>BIOL 1218 Anatomy & Physiology II 4</p> <p>BIOL 1220 Concepts of Biology 4</p> <p>BIOL 2000 Ecology 4</p> <p>BIOL 2021 General Microbiology 4</p> <p>BIOL 2300 Genetics 4</p> <p>CHEM 1031 Introduction to Forensic Chemistry 3</p> <p>CHEM 1100 Chemistry & Our World 3</p> <p>CHEM 1101 Elements of Chemistry 3</p> <p>CHEM 1117 General, Organic and Biological Chemistry I 4</p> <p>CHEM 1127 Chemical Principles I 4</p> <p>ESCI 1004 Earthquakes and Volcanoes 3</p> <p>ESCI 1101 Principles of Geoscience 3</p> <p>ESCI 1115 Historical Geology 4</p> <p>ESCI 1124 Solar System Astronomy 4</p> <p>ESCI 1134 Stellar Astronomy 3</p> <p>ESCI 1144 Introduction to Environmental Geology 4</p> <p>ESCI 1154 Introduction to Meteorology 3</p> <p>PHYS 1101 Elements of Physics 3</p> <p>PHYS 1103 Principles of Physics 3</p> <p>PHYS 1117 Introductory Physics I 5</p> <p>PHYS 1118 Introductory Physics II 5</p> <p>PHYS 1127 Classical Physics I 5</p> <p>SCIE Integrated Biology 3</p>	
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		1100 and Chemistry SCIE Integrated Earth 3 1200 Science and Physics	
Total General Education Credit Hours Required to Meet BOR Goals			30
Total General Education Credit Hours Required from Transferring Institution			40(AA) 30(AS)