

Transfer Course Petition Guide

The information below explains the criteria used in evaluating courses for general transfer credit and for applying courses to the Liberal Education, First-Year Writing, and Writing Intensive requirements at the University of Minnesota Twin Cities. Please review these criteria carefully before submitting your petition.

Transfer Policy Overview

The University of Minnesota accepts transfer credit from regionally accredited colleges or universities in the United States and from internationally recognized institutions of higher education in other countries.¹

Transfer credit will generally be given for coursework that is similar in level and content to courses that are offered at the U of M Twin Cities campus. Standard liberal arts courses tend to transfer routinely (e.g., courses in the arts, humanities, mathematics, physical and biological sciences, and social sciences).

Vocational, technical, or skills-based courses generally do not transfer. In addition, courses usually do not transfer for subjects that are not offered for credit on the Twin Cities campus, such as aviation, restaurant or hotel management, or real estate. (See U of M Transfer Credit Policy at <http://www.policy.umn.edu/Policies/Education/Education/TRANSFERCREDIT.html>.)

Military training and experience: Credit for completion of military school programs is very limited. Credit may be allowed in some cases where the material covered in military schools is similar to material in courses offered at the University. Appropriate department faculty make the final determination. No credit is given for an MOS (Military Occupational Specialty).

Religion courses: Religion courses from private colleges and universities must be reviewed for transfer approval. The U of M Twin Cities accepts transfer credits for religion courses that are not doctrinal, confessional, or sectarian in nature. The Religious Studies department reviews all of these courses. Contact your adviser for more information on the petition process.

Credit for national tests: Credit award information for Advanced Placement (AP), International Baccalaureate (IB), and the College Level Placement program (CLEP) may be found at http://admissions.tc.umn.edu/admissioninfo/trans_evaluation.html#nontrad. Liberal Education evaluations for these exams have already been completed and cannot be petitioned.

¹Students with coursework from non-accredited institutions may pursue credit through the Credit by Special Exam procedure. Contact your adviser for more information.

Liberal Education Course Transfer Policy

UMTC Liberal Education Requirements

The Liberal Education requirements are intended to introduce students to the major branches of knowledge and methods of inquiry, or “ways of knowing.” This includes the kinds of questions asked and the ways in which insight, knowledge, and information are acquired and used; how ideas change over time; and how ideas are related and applied in human society.

The Liberal Education requirements consist of three parts: the diversified core curriculum, the designated themes of liberal education, and the writing intensive requirements. An explanation of the requirements and the criteria for meeting them is described below.

To see a list of UMTC courses that satisfy the Liberal Education core and theme requirements go to http://onestop.umn.edu/degree_planning/lib_eds/index.html.

To view a detailed explanation of the liberal education core and theme requirements see “LE guidelines and criteria” at http://onestop.umn.edu/faculty/lib_eds/.

Partial credit waivers

Occasionally, a transfer course that could satisfy a LE requirement will transfer at less than the required number of credits for that LE requirement. Partial credit waivers allow the transfer course to fulfill the LE requirement.

Unlimited partial credit waivers can be granted for:

- Courses from domestic, quarter-based institutions transferring at 2.67 or more credits.

Up to three total LE requirements per student can be granted for:

- Courses from domestic or international institutions transferring at one-half or more of the LE credit requirement.

Partial credit waivers are not granted for:

- Courses of less than one-half the credit requirement (for example: a 1.3 credit course cannot fulfill a 3 credit LE requirement).

LE requirements cannot be fulfilled by applying multiple partial credit courses to one particular requirement. There is one exception to this rule: biological and physical science LE requirements can be fulfilled by multiple courses when they include separate lecture and lab courses.

Diversified Core Curriculum

Physical and Biological Sciences – a minimum of two courses totaling at least 8 semester credits, including one physical science course with a laboratory or field experience, and one biological science course with a laboratory or field experience.

Subject areas that are good candidates to fulfill the *Physical Science With Lab* requirement include physics, chemistry, geology, astronomy, natural resources, meteorology, physical geography, oceanography, and soil science. Subject areas that are good candidates to fulfill the *Biological Science With Lab* requirement include biology, anatomy, zoology, botany, physical anthropology, and ecology. An environmental science course may fulfill either the physical or biological science with lab core requirement, depending on the course's emphasis. Labs and/or field experiences must focus on hands-on activities (as opposed to audiovisual, "virtual" labs) and meet for at least 2 hours per week. Field experiences need to be more than just field trips.

Social Sciences/Humanities – a minimum of at least 12 semester credits distributed as follows:

- At least 3 credits in historical perspectives,
- At least 3 credits in the social sciences,
- At least 3 credits in literature, and
- At least 3 credits in other humanities (non-literature).

Courses that fulfill the *Historical Perspectives* requirement include those that cover a period up to and including the Vietnam War era (up to the mid-1970's). A history course covering more current events might be a candidate for a social science requirement. Courses with a history designator are very good candidates to fulfill the Historical Perspectives requirement. In order to fulfill this requirement, a course must introduce students to the discipline of history—the methods and approaches used by historians when studying an event or era—rather than simply describe a chronology of past events. Other courses that might be good candidates for the Historical Perspectives core could include American studies, ethnic studies, or western civilization courses. A course such as "History of Philosophy" would likely be a better candidate for Arts and Humanities (non-literature) than Historical Perspectives, just as "History of Psychology" or "History of Economics" would probably be better candidates for Social Science than Historical Perspectives. Art History courses almost always fulfill the requirement for Arts and Humanities (non-literature).

Courses that are good candidates for *Social Science* include psychology, anthropology, economics, geography, political science, American studies, ethnic studies (e.g., Latin American Studies, African American Studies, etc.), women's studies, and sociology. Philosophy courses that are political in nature (e.g., "Political Philosophy," "Marxist Philosophy") will often fulfill the Social Science requirement.

Courses that are good candidates for the *Literature* portion of *Arts and Humanities* are literature courses from English and other appropriate academic fields (e.g., languages, classics). Creative writing and oral interpretation courses also typically fall under this requirement. Composition courses that focus specifically on the mechanics of writing will not count in this area.

Courses typically found to fulfill the *non-literature* portion of the *Arts and Humanities* requirement come from a wide variety of disciplines, including: studio arts, art history, some architecture, applied design, dance (non-lesson), music theory and appreciation, theater/drama, philosophy, humanities, mythology, cultural studies, and language courses that are interdisciplinary in nature. Dance, music, and theater courses are included only if they contain theory and are not all skill-based (e.g., private music lessons). Religious studies courses approved to transfer to the University of Minnesota Twin Cities may also fulfill this requirement.

Mathematical Thinking – a minimum of 1 course totaling at least 3 semester credits

Mathematical Thinking courses must introduce and emphasize modes of thinking rather than computational skills. Courses that are good candidates are math, logic, and statistics courses (including statistics for the social sciences). This requirement includes courses in cultural (liberal arts) math and math required for elementary education teachers; it does not include computer languages.

Designated Themes of Liberal Education

Transfer courses may, but do not automatically, meet the same theme requirements as equivalent or similar U of M courses. They must substantially meet the theme criteria set by the University of Minnesota Twin Cities Council on Liberal Education described below.

Courses that meet a particular theme may come from many different subject areas. For example, a course meeting the Civic Life and Ethics theme may come from political science, philosophy, business, or the health sciences; Diversity and Social Justice in the U.S. courses may come from history or the social sciences, but also from literature, the arts, or natural sciences; and Technology and Society courses may come from the natural sciences, engineering and computer science, but also from agriculture, geography, mass communications, and art history, or applied design such as architecture. The key is that the course incorporates the theme criteria as appropriate to the topic and academic field of learning.

Civic Life and Ethics courses must:

- Present and define ethics and the role of ethics in civil life.
- Explore how ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas.
- Encourage students to develop, defend, or challenge their personal values and beliefs as they relate to their lives as residents of the United States and members of a global society.
- Offer students concrete opportunities to identify and apply their knowledge of ethics, both in solving short-term problems and in creating long-term forecasts.

Diversity and Social Justice in the United States courses must:

- Explore one or more forms of diversity through the multi-layered operation of social power, prestige, and privilege.
- Advance students' understanding of how social difference in the U.S. has shaped social, political, economic, and cross-cultural relationships.
- Examine the complex relationship between a particular form of diversity in the United States and its impact on historical and contemporary social dynamics, democratic practices, and institutional stratification.
- Enhance students' understanding of diversity as a social construct that has promoted the differential treatment of particular social groups and served as the basis for response to subsequent social inequities by these groups.
- Engage scholarship that has emerged in response to epistemological gaps in information and perspective in traditional disciplines.

Environment courses must:

- Raise environmental issues of major significance.
- Give explicit attention to interrelationships between the natural environment and human society.
- Introduce the underlying scientific principles behind the environmental issues being examined.
- Explore the limitations of technology and the constraints of science on the public policy issues being considered.
- Help students learn how to identify and evaluate credible information concerning the environment.
- Help students understand that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society.

Global Perspectives courses must:

- Focus mostly or entirely upon the world beyond the United States.
- Either (1) focus in depth upon a particular country, culture, or region or some aspect thereof; (2) address a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or region, or (3) examine global affairs through a comparative framework.
- Engage students in discussion and reflection on the implications of issues raised by the course material for the international community, the United States, and/or for their own lives.

Please note: Learning Abroad experiences for which students earn at least three credits, and which are at least three weeks long, will fulfill the Global Perspectives requirement.

Technology and Society courses must:

- Examine one or more technologies that have some measurable impact on contemporary society.
- Build students understanding of the science and engineering behind the technology addressed.
- Discuss the role that society has played in fostering the development of technology as well as the response to the adoption and use of technology.
- Consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society affected by the technology.
- Develop students' skills in evaluating conflicting views on existing or emerging technology.
- Engage students in a process of critical evaluation that provides a framework with which to evaluate new technology in the future.

UMTC Writing Intensive Requirements

Writing-intensive courses integrate writing into the work of the course that is appropriate to the academic discipline and professional requirements of the field. One of the advantages of writing intensive courses is that they aid students in learning the course materials, and they stimulate thinking and critical reasoning skills. In formal writing, students might learn the formats characteristic of the discipline or field, such as a research report, a critical essay, or a laboratory report. In informal writing, students use writing that may include logs, journals, or short in-class responses to readings and lectures in order to learn course material. Through both formal and informal writing, students come to understand something of the goals, assumptions, and key concepts operating in their discipline.

Students must complete a minimum of 5 courses for the University of Minnesota Twin Cities writing requirement including:

- One freshman writing course.
- Four writing intensive courses—at least two of which must be upper division (one of the upper division must be in your major).

Guidelines for identifying transfer Writing Intensive courses

- a. A first-year writing course (offered for at least 3 semester credits/4 quarter credits) from another university or college that fulfills the writing requirement of the source institution may transfer to fulfill the first-year writing requirement. If an institution requires that a student complete two terms of first-year writing, the second term may count as one lower division Writing Intensive (WI) course.
- b. WI courses—consideration will be based on course descriptions and syllabi that demonstrate the following:
 - a significant amount of writing—minimally 10-15 finished pages beyond informal writing and in-class examinations.
 - instruction on the writing aspect of the assignments, with at least one assignment where a student is required to revise a draft after receiving feedback.
 - a significant portion of the student's grade must be based on evaluation of the writing.
 - the intent of the writing must be to teach and inform; informal journal writing or in-class writing assignments by themselves are not acceptable.

Other Liberal Education & Writing Intensive credit and course load guidelines

“Double Dipping”

One course may, if appropriate, be used to fulfill:

- a core,
- a theme, or
- a core AND a theme

A course cannot fulfill two core requirements, or two theme requirements. A course may fulfill a Writing Intensive requirement, in addition to a theme and/or core.

