

# Minnesota Transfer Curriculum Guidelines

All of the following competencies are included in our lower-division general education. There are ten areas of emphasis:

- 1. Communication:** 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.
- 2. Critical Thinking:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.
- 3. Natural Sciences:** To improve students' understanding of natural science principles and of the methods of scientific inquiry, e.g., 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 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 are encouraged to study both the biological and physical sciences.
- 4. Mathematical/Logical Reasoning:** 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.
- 5. History and the Social and Behavioral Sciences:** 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.
- 6. The Humanities and Fine Arts:** 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 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.
- 7. Human Diversity:** To increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
- 8. Global Perspective:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.
- 9. Ethical and Civic Responsibility:** To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.
- 10. People and the Environment:** To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both biophysical principles and sociocultural systems is the foundation for integrative and critical thinking about environmental issues.

Students who complete a transfer curriculum will be expected to use computers, libraries, and other appropriate technology and information resources. ARCC will work to assure integration of these skills in courses throughout the general education curriculum. The Internships offer an extension of the classroom into an "on-the-job" location. They are designed to give students a realistic introduction to potential careers. There are many benefits to on-the-job experience. It helps many students in the selection of coursework that will be particularly useful in their chosen fields. Students learn more about the job and are better able to prepare themselves for improved performance. on page 15 The next 2 pages list ARCC courses that are acceptable in each emphasis area. Updated lists are available on both campuses, and online at [www.AnokaRamsey.edu/common/programs/transfer.htm](http://www.AnokaRamsey.edu/common/programs/transfer.htm).