INSTRUCTIONS—CURRICULUM

Note: Some of the items below may not apply to particular forms

CURRICULUM DESCRIPTION

Program Admission Requirements. Please describe any admission requirements specific to the program that exceed the requirements for admission to the institution.

Conceptual Framework, Goals and Objectives. A conceptual framework is a formal way of thinking that is used to guide the design, development and evaluation of an educational program or a part therein. Depending upon the disciplinary tradition, a conceptual framework may consist of a set of coherent ideas or concepts, a relational model, theories with related propositions, goals and objectives, rules and processes associated with subject matter, philosophical statements or other parameters that help define the scope and nature of a content area such as that represented by a program.

Program Learning Outcomes. Describe in detail, the program learning outcomes.

Career Pathways (if applicable). Federal legislation encourages design of programmatic linkages across educational levels that will allow students to move seamlessly to prepare for optimal career opportunities. Describe how the proposed program is aligned with the designated federal pathways.

Skills Standards (if applicable). The development of occupational programs is increasingly guided by skills standards benchmarked by industry recommendations. Describe any skills standards that guide current practice in the proposed occupational program area.

Specialized Program Accreditation (if applicable). Some, but not all, professional associations representing academic disciplines have developed program accreditation processes and standards. Describe whether the proposed program will address external program accreditation. See **www.CHEA.org** for a list of approved national specialized program accrediting bodies. Examples: AACSB (business), ABET (engineering), NCATE (some fields in education).

Certification, Licensure or Apprenticeship Requirements (if applicable). Some occupations and professions require that employees be certified or licensed to practice. Certifications may be granted by industry, states, or professions. Other programs may use apprenticeships in cooperation with a union or employer. Describe apprenticeship, certification, or licensure requirements. Examples include preparation of teachers, electricians, Microsoft Network technicians, automotive technicians, massage therapists, and accountants.

Transferability of Credits (if applicable). Include information on the transferability of courses. The following degree programs require an articulation agreement:

Associate in Science
Associate in Applied Science (if applicable)
Associate in Fine Arts
Associate in Arts where emphases are offered

Minnesota Transfer Curriculum transferability must be documented by identifying goal areas included in the program.

Program Assessment and Continuous Improvement Plan. The Higher Learning Commission requires that institutions develop program assessment and continuous improvement plans to measure student learning outcomes. Submit a description of your institution's assessment process. See **www.ncahigherlearningcommission.org,** *The Criteria for Accreditation*, p. 3.4.2

CURRICULUM DESIGN

Click on **Academic Program Design** for additional information, guidelines, and assistance with designing degree programs at all levels**.**

Include course outlines and/or syllabi if available.

GENERAL EDUCATION

The table below lists the total general education credits and the number of Minnesota Transfer Curriculum (MnTC) goal areas required for each award.

When general education courses are identified as "required" for a specific major, report the number of credits under the general education requirements.

AWARD	MINIMUM NUMBER OF CREDITS
Certificate	None required.
Diploma	None required. Advisory committees (see legislation) may specify number and type
AA	40 credits meeting competencies of all 10 Minnesota Transfer Curriculum goal areas
AAS	15 credits meeting competencies of at least 3 of the 10 Minnesota Transfer Curriculum goal areas
AS	30 credits meeting competencies of at least 6 of the 10 Minnesota Transfer Curriculum goal areas
AFA	Theatre Arts: 40 credits meeting competencies of all 10 Minnesota Transfer Curriculum goal areas Music: 30 credits meeting 6 of 10 Minnesota Transfer Curriculum goal areas Art: 24 credits meeting 6 of 10 Minnesota Transfer Curriculum goal areas Other AFAs: minimum of 24 credits meeting 6 of 10 Minnesota Transfer Curriculum goal areas
Baccalaureate	40 credits meeting competencies of all 10 Minnesota Transfer Curriculum goal areas

TIME TO DEGREE

(Sample plan)
ELECTRICAL ENGINEERING, BS
2006-2007 Bulletin
MINNESOTA STATE UNIVERSITY, MANKATO

Freshman(FALL)	Freshman(SPRING)
MATH 121 Calculus I (4)	MATH 122 Calculus II (4)
CHEM 201 Chemistry I (5)	PHYS 221 General Physics I (5)
ENG 101 English Comp (4)	SPEE 233 Pub Speaking for Tech
H/SS Elective	COMS 171 Intro to C++ Prog (2)
EE 101 Introduction to Eng I (1)	ME 103 Comp Graph Comm. (1)

Sophomore(FALL) **Sophomore (SPRING)**

Insert sophomore courses

Junior(FALL) **Junior (SPRING)**

Insert junior courses

Senior(FALL) **Senior (SPRING)**

Insert senior courses