Liberal education in fall 2010: What transfer students and their advisers should know

The University of Minnesota, Twin Cities, has approved revised LE requirements for new students who are admitted to a degree program in fall 2010 or later terms. As a part of the implementation, all LE courses for fall 2010 and later terms are under review. Some courses that currently fulfill LE requirements may not fulfill the same requirements in fall 2010; there will also be new courses added to the list.

How do the new LE requirements differ from the current requirements?

As far as credit distribution, the difference between the two sets of requirements boils down to this: under the pre-fall 2010 requirements, students took 6 credits of social sciences. Under the new requirements, students will take 3 credits of social sciences, and 3 credits of the new "Technology and Society" theme.

The new guidelines for LE course approval are also more clear and rigorous, so that the University can be sure that the LE curriculum is fulfilling its goals.

How will these changes affect transfer students who are planning to enter the University in fall 2010 or later?

The University is working to make the transition as smooth as possible. Some points to remember include:

1. Courses will count for what they counted for when the student took the course.

   Students should not be concerned that the courses they are taking before fall 2010 will not count when they transfer to the University.

   Example: Student takes a “historical perspectives” equivalent at North Hennepin in spring 2009. Student transfers to UMTC in fall 2010. Student’s “historical perspectives” requirement is fulfilled, regardless of whether that particular course was recertified for fall 2010.

2. Courses that will meet the revised LE criteria in fall 2010 or later will be available for students to view in u.select (formerly MnCAS), in community college course guides, and in the UMTC paper transfer guides (available on the Office of Admissions Web site at http://admissions.tc.umn.edu/cle/).

   Transfer guides will be updated by mid-August 2009 (exact timeline may be subject to change).

3. The Minnesota Transfer Curriculum (MnTC) will still be accepted, with one change.

   Students who complete the MnTC and transfer to the University of Minnesota, Twin Cities, in fall 2010 or later terms will need to complete the University’s “Technology and Society” theme requirement, in addition to the Writing Intensive requirements.

   The UMTC Office of Admissions is currently evaluating courses at other colleges that will fulfill the University’s “Technology and Society” theme.

4. The University will be as flexible as possible, within reason, in accepting petitions from transfer students who are admitted to the University in fall 2010 or soon after.

   Transfer students, PSEO students, or continuing education students who have nearly or completely fulfilled the pre-fall 2010 liberal education requirements should contact Laurel Carroll at l-carr@umn.edu to see whether they are eligible to be “grandfathered in” to the pre-2010 requirements.

Find out more online:
onestop.umn.edu/degree_planning/lib_eds

Advisers: if you have feedback or questions about this handout, please contact l-carr@umn.edu.
Liberal education in fall 2010:
What continuing students should know

The University of Minnesota, Twin Cities, has revised the liberal education (LE) requirements for new undergraduates who begin at the University in fall 2010 or later.

What does this mean for students who begin before fall 2010? Here are some answers to common questions.

What if I'm finished with my LEs before fall 2010? The change in LEs won't affect you at all.

What about the LEs I take before fall 2010? Will they still count? Yes. LE courses fulfill the requirements they are certified for at the time you take them—these are listed in the class schedule when you register for that term. We won't be making any retroactive adjustments to your record in fall 2010.

Will I have to start following new requirements in fall 2010? No. By default, your LE requirements will not change if you were admitted to the University of Minnesota before fall 2010. (By requirements, we mean: 3 cr. of mathematical thinking, 6 cr. of social sciences, etc.)

You may, however, elect to follow new requirements.

What's new about the new requirements? It boils down to this: Instead of taking 6 cr. in social sciences, you would take 3 cr. in social sciences, plus 3 cr. in a new theme called "Technology and Society."

If you decide to follow the new requirements, you will need to officially notify your academic adviser of that decision (after March 2010).

Will the courses that fulfill LE requirements change? Yes. Right now, a faculty committee is reviewing all LE courses. That means that some courses that fulfill LE requirements now may not after summer 2010. There will also be new LE courses to choose from. New LE courses will be posted on One Stop as they are approved.

Can I still take courses that fulfill more than one requirement at the same time? In fall 2010, you will be able to take courses that fulfill a core, a theme, and a writing intensive requirement at the same time. However, you will no longer be able to take courses that fulfill two theme requirements at the same time.

Are the names of LE categories changing? Yes. Many revised theme requirements will have new names that better reflect their purpose. Just remember: courses listed under the fall 2010 theme name will fulfill your pre-fall 2010 theme requirement. Here's the conversion chart:

<table>
<thead>
<tr>
<th>Your requirement</th>
<th>Theme name in fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship and Public Ethics</td>
<td>Civic Life and Ethics</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>Diversity and Social Justice in the United States</td>
</tr>
<tr>
<td>International Perspectives</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>Environment</td>
<td>Environment</td>
</tr>
</tbody>
</table>

To give an example of how this will work: if you take a course labeled "Global Perspectives" in fall 2010, that course will fulfill your "International Perspectives" requirement.

Students following the new requirements will have an additional theme to fulfill, called "Technology & Society".

How can I plan ahead if LE courses are changing? New LE courses for fall 2010 and later terms will be posted on One Stop as they are approved.

Check periodically to be sure that the LE courses you plan to take in fall 2010 or later terms will meet the requirements you need to fulfill.

Ultimately, the LE requirements listed in the online class schedule at the time you register are the requirements that the course fulfills; pay attention to that information when you register for fall 2010.

Is this going to keep me from graduating on time? The change in requirements should not affect your degree progress in any way. Contact your collegiate academic adviser as soon as possible if you encounter any issues. Questions or concerns about the transition can also be directed to Laurel Carroll in the Office of the Provost at l-carr@umn.edu.

Find out more online: onestop.umn.edu/degree_planning/lib_ed

Advisers: if you have feedback or questions about this handout, please contact l-carr@umn.edu.
The new requirements for liberal education, approved by the University Faculty Senate on April 3, 2008 will go into effect for new students entering the university in fall, 2010. Continuing students will remain under the liberal education requirements that went into effect fall 1999, when the university changed to semesters. Under the fall 1999 LE requirements students completed 6 credits in the Social Sciences and four themes: Cultural Diversity, International Perspectives, Environment, and Citizenship/Public Ethics

<table>
<thead>
<tr>
<th><strong>CORE</strong></th>
<th><strong>THEMES</strong></th>
</tr>
</thead>
</table>
| **One course of at least three credits in each of the following:**  
- Arts/Humanities  
- Historical Perspectives  
- Literature  
- Mathematical Thinking  
- Social Science  
**One course of at least four credits, with a laboratory or field experience, in each of the following:**  
- Physical Science  
- Biological Science | **A minimum of one course of at least three credits in each of the following thematic areas:**  
- Civic Life and Ethics  
- Diversity and Social Justice in the United States  
- The Environment  
- Global Perspectives  
- Technology & Society  

Courses may be certified for both a Core and a Theme if the theme is fully infused into the Core course.
You changed what?
Implementing new campus-wide liberal education requirements
Laurel Carroll, Office of the Provost
Kasi Williamson, Academic Support Resources

Agenda
- Project background
- Principles for success (with anecdotes)
  - Engage affected individuals at every stage
  - Communicate early and often
  - Try to identify the simplest solutions

University of Minnesota, Twin Cities
- 29,978 undergraduate students
  - 11 degree-granting colleges
- 17,795 graduate and professional students
- 3,943 nondegree students
- 16,948 faculty and staff
Project background

- Fall 2006: Council on Liberal Education charged by the Provost to review requirements
- October 2007: Council issues preliminary report
- February 2008: Council releases final report
- April 2008: U Senate approves recommendations
- March 2009: Bulk of liberal education courses need to be reviewed by this date for Fall 2010 implementation
- Fall 2010: New courses and requirements in effect
- Review is continuing

Project background

Scope of changes:
- Same framework for requirements
- All students take re-certified courses beginning Fall 2010
- New students who begin Fall 2010 follow new requirements
- Old and new requirements vary by distribution of one course

Engaging affected individuals

- Draft recommendations
- Meetings, focus groups, dialogues
  - Faculty
  - Student services staff
  - Student focus groups to discuss their liberal education experiences
- Meet with registrars, systems, and degree audit experts to determine additional implications in different areas
- Discussed implications with MnSCU

After draft recommendations:
- Meetings, feedback on website
Engaging affected individuals

What to aim for:
- As much interaction and conversation as possible
- As many perspectives as possible
- A clear understanding of as many impacts on faculty, staff, students, and systems, as possible

Before the final decision is made

Engaging affected individuals

Outcomes:
- Final recommendations were "implementable"
- Overall feeling that the recommendations made sense
- Began to understand what potential problems could be managed in advance

Communicate early and often

Engagement efforts
- Went on in early stages and continued

Final recommendations were announced:
- Two-year implementation/review period
Communicate early and often

Immediately:
- Memo to faculty, instructors and college staff with new guidelines
- Schedule for reviewing courses
- Announcements in University-wide newsletters

Communicate early and often

As soon as possible:
- Web content for faculty and staff
- "Road show" to advising offices
- One-on-one outreach to key departments
- Regular updates to Registrar's Advisory Committee
- "Just call Laurel!"

Communicate early and often

Formation of communication committee:
- Goal: Communicate early and consistently to students
- One representative from each collegiate advising office
- Ongoing meeting: Confirm understanding of changes and establish framework
- Following that, email feedback on key student communication pieces
Communicate early and often

Outputs:
• FAQ handouts that were revised regularly
• Repeated, clarifying emails to staff
• Student web content that was timed appropriately
• One mass email to "continuing" students
• *Minnesota Daily* ran a story

Communicate early and often

Outcomes
• By the time fall 2010 registration began, there was a relatively common and clear understanding of requirements
• Three exceptions for particular courses
• Few student questions; appropriate petitions (only 16 so far)
• 418 core and 371 theme courses approved (so far...)

Communicate early and often

Lessons learned
• Dedicated faculty committee is essential
  — The CLE was phenomenal.
• Expect some proposals to come in at the last minute
  — Incentives for proposing courses early?
• It is okay to repeat yourself. It is okay to repeat yourself.
Try to identify the simplest solutions

The situation:

- Two sets of LE requirements, based on when students were admitted as degree-seeking
- One set of courses before fall 2010; one set in fall 2010 and later terms

Opportunities for confusion?

Try to identify the simplest solutions

The simple principles / mantra:

- The set of requirements you must fulfill is based on the term you were admitted
- A course counts for the requirement it was approved for when you took the course
- Petitions for reasonable exceptions or mistakes made in good faith will be approached flexibly. When in doubt, ask.

Try to identify the simplest solutions

- Brought systems contacts together:
  - PeopleSoft
  - DARS/GRAD
  - Course approval system
  - Class Schedule / Class Search
  - Graduation Planner
Try to identify the simplest solutions

Course approval system
- Changed questions for certification
- Provided link to specific certification criteria depending on effective-date of course

Try to identify the simplest solutions

PeopleSoft:
- Course attribute table that stores liberal education categories for each course
  - Kept existing course attributes, but changed "descs" with effective-date fall 2010
  - Added the new theme requirement

Try to identify the simplest solutions

Degree audit (DARS)
- Used "date ranges" to discontinue "old" LE courses and activate "new" as of fall 2010
- Based on when students started taking classes:
  - Continuing students still see their "old" requirements
  - New students see the "new" requirements
- Set alternative bulletin years for freshmen, sophomores, and juniors
- Posted message for continuing students during the transition

Set up change for courses used before change & after change.
Try to identify the simplest solutions

Class Schedule / Class Search
- Four categories were changing names
- Created "interim" descriptions on the display
- Created help link that we can easily change

Try to identify the simplest solutions

Outcomes
- Student-facing tools were clear to students
- Technology implementation was on time
- "Bumps in the road" were manageable
Try to identify the simplest solutions

Lessons learned:
- "Simple" doesn't necessarily mean "fast"
- Provide as much lead time as possible
- Be sure that you understand ALL connections
- Be careful about trying to implement too many changes at once (change fatigue)
- Assign a project manager to keep track of the moving pieces

Recap

- Engage affected individuals at every stage
- Communicate early and often
- Try to identify the simplest solutions

Questions?

Contact

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