

Academic Affairs and Standards Council



NORTHLAND

Submission Handbook

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Overview and Purpose

This handbook provides guidance and resources for the creation, modification, and/or suspension of programs and courses. Faculty are encouraged to engage in ongoing design, implementation, and evaluation of curricula and courses. It is expected that all actions involving curriculum at Northland are geared towards meeting students' needs and/or fulfilling operational requirements.

Specific procedures referenced in this manual are dictated by external entities, including accrediting bodies, advisory boards, and Minnesota State. These requirements are subject to change without prior notice. This handbook is expected to be consistently current, offering essential guidance to individuals engaged in the curriculum development process. Necessary revisions will be implemented, and the continuous improvement of this living document.

Since AASC exists to provide direction to the college president, the contractual expectation is that the president will follow the direction recommended by the Council. Should the President not follow AASC's recommendations, the AASC is within its rights to request that the President present compelling reasons for failing to follow AASC recommendations (MSCF Contract, Article 8, Section 2, Subd. 4). The AASC chair may also request that the President hear an appeal of their decision at an upcoming AASC meeting. While the President retains the ultimate decision-making authority in matters related to academic affairs, the balance of power favors AASC. It is important that faculty recognize and jealously guard this balance of power.

With the data collected from submissions, AASC holds the decision-making authority for advancing curriculum within the college. They are responsible for conducting the final assessment of its purpose, ensuring alignment with standards for CCO development. Discussions related to this program should examine the scope and depth necessary to guarantee the creation of a high-quality program and courses. The AASC grants approval for a program outline and schedule along with CCOs. These documents serve as the foundational sources to finalize and implement the program.

Curriculum Process

Northland Community and Technical College is dedicated to high quality, industry relevant academic programs and courses. Achieving this commitment necessitates ongoing vigilance by faculty and administrators in monitoring workforce needs and staying abreast of technological advancements in industry. The process of maintaining this academic inventory requires a consistent and disciplined approach to continuous improvement. Any proposed additions or changes should be rooted in data-driven decisions and aligned with Northland's mission, vision, and Institutional Learner Outcomes (ILO's). The AASC (Academic Affairs and Standards Council) is a faculty driven council. The charge of the Academic Affairs and Standards Council is "To provide direction for the College President in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings (MSCF Contract, Article 8. Section 2. 1), and maintenance of academic integrity. AASC approves all academic and curricular decisions for SAO consideration."

Curriculum review at Northland lands into two categories: Program and Course changes. Program changes are those that include creating a new program, modifying a program, or suspending a program. Examples of programs include Animal Science, Criminal Justice, and Liberal Arts. Course changes include creating a new course, modifying a course, and suspending a course.

Curriculum Process Categories List

1. **New Program**: Creation of a new program at Northland
2. **Major (≥50%) Program Modification**: Modifying an existing program at Northland by greater than or equal to 50% of the current Program Learning Outcomes
3. **Minor (<50%) Program Modification**: Modifying an existing program at Northland by less than 50% of the current Program Learning Outcomes
4. **Suspension of a Program**: Suspending a program for 3 years. Closure of a program happens after 5 years.
5. **New MnTC Pathway**: Creation of a new MnTC Pathway at Northland
6. **New Course**: Creation of a new course at Northland
7. **Major Course Modification**: Modifying an existing course at Northland by greater than or equal to 50% of the current Student Learning Outcomes
8. **Minor Course Modification**: Modifying an existing course at Northland by less than 50% of the current Student Learner Outcomes
9. **Suspension of Course**: Suspending a course from Northland.

Overview of Program Curriculum Changes

Northland utilizes the Academic Affairs and Standards Council (AASC) for program changes. This process includes adding or changing a program ([for course changes see next section](#)). Program changes are those that include [creating a new program](#), modifying a program ([major](#) or [minor](#)), or [suspending a program](#). Examples of programs include Animal Science, Criminal Justice, and Liberal Arts.

If considering proposing a new program or a major program change of over 50% or a Program name change, the Program Evaluation and Review Technique (PERT) should be applied. Steps in the [Feasibility Study Form](#) should be used to complete a new program or major modification of a program. All major program additions or modifications should be submitted no later than the February AASC meeting before the proposed implementation the following fall.

The Academic Deans have a key role in supporting faculty during the curriculum's development and revision. While not subject matter experts, they bear the responsibility of managing the curriculum throughout the process.

New Program Process

Developing a new program is a meticulous process that requires thorough research and comprehensive documentation. All program development must be coordinated with the respective Academic Dean and appropriate faculty prior to approval and maintained throughout the entirety of the development process. This coordination is necessary to prevent delays in obtaining approvals from AASC and Minnesota State, which may impact timely scheduling and assignments. Refer to the PERT model in the [Feasibility Study Form](#) for development of a new program. Appropriate implementation date should be coordinated with the Academic Dean and appropriate faculty.

Any new program that is certificate and/or diploma-based need stackable and lead to a 2-year degree. Guidelines of Ness Legislation need to be followed:

<https://www.minnstate.edu/board/procedure/336p1g4.html>

New Program Documentation

1. [New Program Modification Form](#)
 - The form will provide a coversheet and rationale for the committee. The current dean is required review and sign proposals before submission.
2. [Program Plan Proposal](#)
 - The identification of type of degree (AA, Certificate, Diploma), description, credit load and Program Learning Outcome's
3. [Program Credit Requirement Overview](#)
 - Overall proposed curriculum. See [Minnesota State Program Areas](#) for guidelines for AA, AAS, Diplomas and Certificates
4. [Program Semester Overview](#)
 - The order in which your program should be followed. Semester 1, Semester 2, Semester 3, Semester 4
5. [Timeline and Plan for Transitioning Students](#)
 - Timeline of start and end times
 - Plan for students to transition into and out of programs
6. [Feasibility Study Form](#)
 - Program data needed to complete a PERT/feasibility study
7. [Program Navigator Form-New Program](#)

New Program Steps

1. Completed New Program Packet (all above 1-7) submitted to AASC via D2L Assignment box to the corresponding month of meeting to be presented at.
2. Start discussions of a marketing plan with the marketing of a new program and courses. Once AASC approval has been granted, the program can be publicly marketed as coming soon.
3. The Curriculum Review Work Group will review the packet for completeness and ensure pieces are in place for going to AASC.
4. AASC reviews the new program submission.
5. A representative presents the program submission to AASC.

6. AASC Approves or Denies Program with rationale.
7. Submitter is notified of AASC decision by Chair
8. Lead of AASC program packet will then present courses within the Program to AASC (See instructions on new courses below)
9. AASC chair forwards the approved program and courses to the Program Navigator Initiator for entry and submission into Program Navigator for system approval.
10. Prior to full submission to program navigator, there will be minor modifications and edits that will be needed, and the process is fluid.
11. Once submitted, Program Navigator approval is returned/denied for modification the SAO will communicate the denial form with evidence to the submitter/program director/division chair/faculty member, AASC chair, program dean and SAO/Designee need to review the denial together and form a plan for resubmission
12. Upon approval from the System Office in Program Navigator, the Senior Academic Officer/SAO/or designee will submit the new program to the Higher Learning Commission (HLC) for approval.
13. SAO/designee will notify AASC, Dean, submitter/program director/dean/division chair/faculty and Marketing of Program Approval or another outcome from HLC.
14. If HLC approval is returned/denied for modification the SAO will communicate the denial form with evidence to the submitter/program director/division chair/faculty member, AASC chair, program dean and SAO/Designee need to review the denial together and form a plan for resubmission.
15. SAO/designee will notify the Northland Community and Technical College Community/Staff/ All Employees of new programming.
16. Submitter/Director/ division chair/faculty lead should contact the Universities/Colleges that Northland has relationships with should be notified of new programming and development of articulation agreements should occur.
17. The program must go through program navigator for system office approval and must be approved by HLC before students are enrolled into the program.
18. Marketing to:
 - a. Local Businesses
 - b. High Schools
 - c. Consortiums/Perkins
 - d. Industry Partners
 - e. Centers of Excellence via Minnesota State Colleges and Universities.
 - f. Athletics for Recruiting
19. Once a new program and courses are being taught, the process of annual assessments and 3-year reviews take place. The APR committee has the primary oversight for this part of curriculum management along with the Academic Dean and faculty members.
20. Once approved and announcements have been made, student services/academic affairs/curriculum review work group the following must be done to ensure processing behind the scenes:
 - a. Major maintenance in ST7000 (screen in ISRS to create the program) needs to be completed.
 - b. Create the program and courses in the Degree Audit.
 - c. A test run should be run on the degree audit with “test student” for transferability and program accuracy.

- d. Add new program to U-Achieve
- e. Update Transferology
- f. Financial Aid Director needs to be notified of new program and courses
- g. Advisers, Transfer specialists and Recruiters notified
- h. The Dean of Student Success will communicate information to student services.
- i. Add into any third-party websites such as Sales Force.
- j. If applicable, Communication with Distance Minnesota of new online courses
- k. Admissions will need to know the program code and who is listed as student services advisor
- l. Department Head needs to be identified in ISRS
- m. Academic coordinator needs to be notified of FWM/workload and course scheduling
- n. Curriculum framework for the college needs to be built, prerequisites added, goal areas added.
- o. Updates to the following should occur:
 - i. Graduation Application
 - ii. Change of Major Form
 - iii. Website
 - iv. One page marketing flyer
 - v. Scholarship Page /Foundation

Major (≥50%) Program Modification Process

Completing a major modification of the program requires thorough research and comprehensive documentation. All program modification must be coordinated with the respective Academic Dean and appropriate faculty prior to approval and maintained throughout the entirety of the development process. This coordination is necessary to prevent delays in obtaining approvals from AASC and Minnesota State, which may impact timely scheduling and assignments.

Refer to the PERT model in the [Feasibility Study Form](#) for the major modification of a program. Appropriate implementation date should be coordinated with the Academic Dean and appropriate faculty. Major Program Modifications should be implemented the following school year except in exceptional circumstances which must be thoroughly documented and approved by AASC.

Major (≥50%) Program Modification Documentation

1. [Major Program Modification Form](#)
 - a. This form provides a coversheet and rationale for the committee. The current dean is required to review and sign proposals before submission.
2. [Program Plan Proposal](#)
 - a. The identification of type of degree (AA, Certificate, Diploma), description, credit load and Program Learning Outcomes
3. [Program Credit Requirement Overview](#)
 - a. Overall proposed curriculum. See [Minnesota State Program Areas](#) for guidelines for AA, AAS, Diplomas and Certificates
4. Evidence of Meeting [Minnesota State Program Areas](#) for guidelines for AA, AAS, Diplomas, and Certificates
5. [Program Semester Overview](#)
 - a. The order in which your program should be followed. Semester 1, Semester 2, Semester 3, Semester 4
6. [Timeline and Plan for Transitioning Students](#)
 - a. Timeline of start and end times
 - b. Plan for students to transition into and out of programs
7. [Feasibility Study Form](#)
 - a. Program data needed to complete a PERT/feasibility study
8. [Program Navigator Form- Major Program Modification](#)

The implementation date should be coordinated with the Academic Dean to ensure a smooth transition and execution of the revised program, in alignment with the approval process. This may also include notifying the HLC, if necessary.

HLC Screening Process for Notification:

<https://www.hlcommission.org/Accreditation/substantive-change-changes-to-existing-programs.html>

Major (≥50%) Program Modification Steps:

1. Completed New Program Packet (all above 1-8) submitted to AASC via D2L Assignment box to the corresponding month of meeting to be presented at.
2. Start discussions of a marketing plan with the marketing of a new program and courses. Once AASC approval has been granted, the program can be publicly marketed as coming soon.
3. The Curriculum Review Work Group will review the packet for completeness and ensure pieces are in place for going to AASC
4. AASC reviews the new program submission.
5. A representative presents the program submission to AASC.
6. AASC Approves or Denies Program with rationale
7. Submitter is notified of AASC decision by Chair
8. Lead of AASC program packet will then present courses within the Program to AASC (See instructions on new courses below)
9. AASC chair forwards the approved program and courses to the Program Navigator Initiator for entry and submission into Program Navigator for system approval.
10. Prior to full submission to program navigator, there will be minor modifications and edits that will be needed, and the process is fluid.
11. Once submitted, Program Navigator approval is returned/denied for modification the SAO will communicate the denial form with evidence to the submitter/program director/division chair/faculty member, AASC chair, program dean and SAO/Designee need to review the denial together and form a plan for resubmission.
12. HLC Screening Process for Notification should be completed with program Director/Dean and SAO/Designee:
<https://www.hlcommission.org/Accreditation/substantive-change-changes-to-existing-programs.html>
13. Upon approval from the System Office in Program Navigator, the Senior Academic Officer/SAO/or designee will submit the new program to the Higher Learning Commission (HLC) for approval.
14. SAO/designee will notify AASC, Dean, Submitter and Marketing of Program Approval or another outcome from HLC.
15. If HLC approval is returned/denied for modification the SAO will communicate the denial form with evidence to the submitter/program director/division chair/faculty member, AASC chair, program dean and SAO/Designee need to review the denial together and form a plan for resubmission
16. SAO/designee will notify AASC, Dean, program director/dean/division chair/faculty and Marketing of Program Approval or another outcome with documentation from HLC.
17. Submitter/Director/division chair/faculty led should contact the Universities/Colleges that Northland has relationships with should be notified of new programming and development of articulation agreements should occur.
18. The program must go through program navigator for system office approval and must be approved by HLC before students are enrolled into the program.
19. Marketing to:
 - a. Local Businesses
 - b. High Schools
 - c. Consortiums/Perkins

- d. Industry Partners
 - e. Centers of Excellence via Minnesota State Colleges and Universities.
 - f. Athletics for Recruiting
20. Once a new program and courses are being taught, the process of annual assessments and 3-year reviews take place. The APR committee has the primary oversight for this part of curriculum management along with the Academic Dean and faculty members.

21. Once approved and announcements have been made, student services/academic affairs/curriculum review work group the following must be done to ensure processing behind the scenes
- a. Major maintenance in ST7000 (screen in ISRS to create the program) needs to be modified if we are changing program code/credits etc.
 - b. Create the program and courses in the Degree Audit. Old program end dated and new program start date. (Importance of teach out plan/transition plan)
 - c. A test run should be run on the degree audit with “test student” for transferability and program accuracy.
 - d. Modify program in U-Achieve (if needed)
 - e. Update Transferology
 - f. Financial Aid Director needs to be notified of modified program and courses
 - g. Advisors, Transfer specialists and Recruiters notified
 - h. Modify any third-party websites such as Sales Force.
 - i. If applicable, Communication with Distance Minnesota of modified online courses
 - j. Admissions will need to know the program code and who is listed as student services advisor
 - k. Department Head needs to be identified in ISRS
 - l. Academic coordinator needs to be notified of FWM/workload and course scheduling
 - m. Curriculum framework for the college needs to be modified as needed, prerequisites modified, goal areas modified.
 - n. Updates to the following should occur:
 - i. Graduation Application
 - ii. Change of Major Form
 - iii. Website
 - iv. One page marketing flyer
 - v. Scholarship Page /Foundation

Minor (<50%) Program Modification Process

Completing a minor modification of a program means you will change less than half of the program learning outcomes (PLOs). These also could include prerequisite changes or changes in required course sequence, change in Minnesota Transfer Curriculum (MnTC) goal areas. All program modification must be coordinated with the respective Academic Dean and appropriate faculty prior to approval and maintained throughout the entirety of the development process. This coordination is necessary to prevent delays in obtaining approvals from AASC and Minnesota State, which may impact timely scheduling and assignments. Appropriate implementation date should be coordinated with the Academic Dean. Minor Program Modifications should be implemented the following school year except in exceptional circumstances which must be thoroughly documented and approved by AASC.

Minor (<50%) Program Modification Documentation

1. [Minor Program Modification Form](#)
 - a. The form will provide a coversheet and rationale for the committee. The current dean is required to review and sign proposals before submission.
2. [Program Semester Overview](#)
 - a. The order in which your program should be followed. Semester 1, Semester 2, Semester 3, Semester 4
3. [Timeline and Plan for Transitioning Students](#)
 - a. Timeline of start and end times
 - b. Plan for students to transition into and out of programs
 - c. The implementation date should be coordinated with the Academic Dean to ensure a smooth transition and execution of the revised program, in alignment with the approval process. This may also include notifying the HLC, if necessary.

HLC Screening Process for Notification:

<https://www.hlcommission.org/Accreditation/substantive-change-changes-to-existing-programs.html>

Minor (<50%) Modification of a Program Steps:

1. Completed Program Packet submitted to AASC via D2L Assignment box to the corresponding month of meeting to be presented at.
2. The Curriculum Committee will review the packet for completeness.
3. AASC reviews program modification submission.
4. A representative presents the program submission to AASC.
5. AASC Approves or Denies Program with rationale
6. Submitter is notified of AASC decision by Chair
7. AASC chair forwards the approved program and courses to Karleen.

8. Once approved and student services may need to complete the following must be done to ensure processing behind the scenes (if needed):
 - a. ST7000 (screen in ISRS to create the program) needs to be modified if we are changing program code/credits etc.
 - b. Modify the program and courses in the Degree Audit. Old program end dated, and new program start date. (Importance of teach out plan/transition plan)
 - c. A test run should be run on the degree audit with “test student” for transferability and program accuracy.
 - d. Modify program in U-Achieve (if needed)
 - e. Update Transferology
 - f. Financial Aid Director needs to be notified of modified program and courses
 - g. Advisers, Transfer specialists and Recruiters notified
 - h. Modify any third-party websites such as Sales Force.
 - i. If applicable, Communication with Distance Minnesota of modified online courses
 - j. Admissions will need to know the program code and who is listed as student services advisor
 - k. Department Head needs to be identified in ISRS
 - l. Academic coordinator needs to be notified of FWM/workload and course scheduling
 - m. Curriculum framework for the college needs to be modified as needed, prerequisites modified, goal areas modified.
 - n. Updates to the following should occur:
 - i. Graduation Application
 - ii. Change of Major Form
 - iii. Website
 - iv. One page marketing flyer
 - v. Scholarship Page /Foundation

Program Suspension Process

At times it may be necessary to consider suspending or closing an academic program due to low enrollment or other operational issues. When considering a suspension or closure, the faculty and/or Academic Dean should consult with the appropriate advisory committee to determine if it is possible to revitalize the program through curriculum development, additional recruiting strategies, innovative delivery models, new facilities, etc. Every effort should be made to retain the program if the industry workforce need exists. If all efforts have been exhausted and the advisory committee, faculty, and/or administration deem the program unsalvageable, the program suspension/closure process has begun. A program that has active students still enrolled or that has the possibility of becoming active again in the next three years should be suspended. Programs may be suspended with Minnesota State for up to three years with the possibility of a one-year extension if needed. A teach out plan needs to be created. If the plan has already been completed or there have been no students enrolled for several years it is possible to skip the suspension phase and go right to closure.

Please refer to Minnesota State Policy:

<https://www.minnstate.edu/board/procedure/336p1.html>

Subpart D: 1. Closure

Program Suspension Documentation

1. [Program Suspension Form](#)
2. Program advisory board minutes or alternative substitution approved by the chair
3. Administrative Data and Rationale of Suspension
4. **Transition/Teachout Plan** Need to be attached and completed. A FT0095 report needs to be pulled to identify students in the program and what the needs will be.
5. Synopsis of data collection from [PERT /Feasibility Study](#) to support suspension
6. Evidence of support from faculty, departments, programs, and advisors

Program Suspension Steps:

1. Documentation of Program Suspension Packet by the Administration
 - a. All efforts have been exhausted that the advisory committee, faculty and/or administration deems the program unsalvageable.
 - b. Documentation will be presented to the AASC committee by the appropriate Dean and the invited program instructor(s). Including teach out/transition plan.
2. AASC will Approve or Deny the program suspension.
 - a. If approved, administration will start the suspension process with system office.
 - b. If denied, by AASC, the president may still move to take action to suspend the program. If so, AASC chair may request that the president hear an appeal of the decision by the AASC. The chair may also request the college president to present compelling reasons for failing to follow AASC recommendations.
3. Depending on end date remove scheduled courses and identify plan on the program page.
4. Program Navigator needs to be completed and the notification to Minnesota State System Office documented.
5. HLC Needs to be notified of program suspension and documented.

6. Old courses and programs need to be archived.
7. ST7000 needs to be updated to reflect changes.
8. Website needs to be updated/suspended.
9. End date entered in transferology
10. Remove from prospecting students:
 - a. 3rd party vendors
 - b. Scholarships
 - c. Salesforce
 - d. One Pager's
 - e. Update the To-Go Boxes
11. End date and all students completed teach out:
 - a. Website
 - b. Graduation Application
 - c. Articulation Agreements
 - d. DARS end dated
12. Timelines for Suspension: Submitted by February of the academic year.

Overview of MnTC Pathway Curriculum

This is different from Minnesota Transfer Curriculum.



TRANSFER PATHWAYS

Creating and maintaining MnTC (Minnesota Transfer Curriculum) Pathways is a significant process. The requirements for MnTC Pathways are established by the MnSCU system office and published on ASA Connect. Follow the directions in the Transfer Pathway Guide for your new pathway. You may need to also submit **New Course**, **Major Modify**, or **Minor Modify** courses to meet the Transfer Pathway requirements. By creating an MnTC Pathway, NCTC is obligated to offer each required course at least once every two academic years.

You will complete the Template and Crosswalk Excel pages and a modified feasibility study. MnTC Pathways are new Programs, but the Guide from the system office provides some of the information that is required for other new Programs.

To modify or delete an MnTC Pathway, follow the appropriate Program guide: **Major Program Modification**, **Minor Program Modification**, **Program Suspension**

From <https://www.minnstate.edu/admissions/transfer/transfer-pathways.html>: “Transfer Pathways make it easy to complete a specific associate degree at a Minnesota State college and transfer to a Minnesota State university to earn a bachelor's degree! It's an easy way to save time and money - without losing credits or taking extra courses - along with the flexibility to attend classes on campus or online. Plus, Minnesota State is a leading and accredited provider of higher education at the most affordable tuition rate in the state...

If you complete a Transfer Pathways program at a Minnesota State community college and are admitted to a Minnesota State university, you will be guaranteed junior status and all 60 associate degree credits will count toward the related bachelor's degree. Students must meet special admission requirements for the major and are not guaranteed admission into the major itself.”

New MnTC Pathway Process

Developing a new MnTC Pathway is a meticulous process that requires thorough research and comprehensive documentation. All program development must be coordinated with the respective Academic Dean and appropriate faculty prior to approval and maintained throughout the entirety of the development process. This coordination is necessary to prevent delays in obtaining approvals from AASC and Minnesota State, which may impact timely scheduling and assignments. Follow the directions in the appropriate Transfer Pathway Guide closely. Appropriate implementation date should be coordinated with the Academic Dean.

New MnTC Pathway Documentation

1. Go to [MNSCU ASA Connect to find and download the correct Pathway Crosswalk of courses \(3.c.ii below\)](#)
2. Download the Excel Templates for Courses and Progression Summary from the AASC D2L course under Content then Materials then the New MnTC Pathway module (3.b below)
3. Information Packet for AASC:
 - a. Complete and attach the [New Program MnTC Pathway Form](#)
 - b. Complete and attach Excel Courses and Progression Summary sheets
 - c. Complete and attach all State Transfer Pathway Information from [MNSCU ASA Connect](#)
 - i. [Your Discipline] Transfer Pathway Template
 - ii. [Your Discipline] Transfer Pathway Crosswalk (and CCOs)
 - iii. Transfer Pathway Community of Practice Review Recommendations
 - iv. Transfer Pathways ISRS Codes

New MnTC Pathway Steps

1. Submit completed Minnesota Transfer Curriculum Packet to AASC via D2L Assignment box to the corresponding month of meeting to be presented at.
2. Curriculum Committee reviews the packet for completeness.
3. AASC reviews the program submission.
4. A representative presents the program submission to AASC.
5. AASC Approves or Denies Pathway.
6. AASC notifies submitter and dean of decision
7. Once program and courses are approved by AASC, the Pathway starts the discussion with Marketing to create a marketing plan (can be launched after HLC approval)
8. New Pathway members present courses within the Pathway to AASC
9. AASC forwards the approved Pathway to be entered into Program Navigator for system approval.
10. Upon approval from the System Office in Program Navigator, the Senior Academic Officer (SAO) submits the new Pathway to the Higher Learning Commission (HLC) for approval.
11. SAO notifies AASC, Dean, Submitter, and Marketing of Pathway Approval or another outcome from HLC.

Overview of Course Curriculum Changes

Creating or modifying courses involves a detailed process. Courses have a variety of components identified on a [Common Course Outline \(CCO\)](#). Learning Outcomes should support [Program Learner Outcomes](#). Categories for course development include: [new course](#), [major course modification \(≥50%\)](#), [minor course change \(<50%\)](#), and [suspension of a course](#). Some courses may also be required to align with [Minnesota Transfer Curriculum \(MnTC\)](#). Course name changes are minor course modifications. The course curriculum process must be coordinated and reviewed by the appropriate dean and appropriate faculty.

New Course Process

New courses may be created to fit a specific program or various program learner outcomes. A Common Course Outline (CCO) template (for [MnTC courses](#) and [Technical](#) guidelines) and [guide](#) are found in [Course Documentation and Forms](#). Those should serve as a guide for course submissions for approval. All relevant supporting documentation, including needs assessment, budgeting, facility requirements, necessary credentials, specialized equipment, and accreditation details, to substantiate the need for new course(s) should be included. Each course must have an identified Institutional Learning Outcome (ILO). Each new course proposal requires a CCO. New courses must be coordinated with the Academic Dean and appropriate faculty overseeing the program before seeking approval.

New Course Documentation

The documentation necessary for a new course will vary slightly based on the type of course (Technical or MnTC).

1. [New Course Form Jan 2025.docx](#)
2. Common Course Outline ([Common Course Outline for MNTC Courses Jan 2025.docx](#) or [Technical](#)) Use this guide to assist you in writing your common course outlines: [How to Write Common Course Outline \(CCO\) Guide Jan 2025.docx](#)
3. Any supporting documents related to the proposed course from faculty, departments, or programs, or other institutions. These documents may include, but are not limited to, the following:
 - Advisory board minutes
 - Evidence of support from faculty, departments, programs, and advisors
 - Examples of similar courses within the system
4. Any guidelines or agreements related to the proposed course from MNSCU or other institutions. These documents may include, but are not limited to, the following:
 - Transfer Pathway template (can be found on [MNSCU ASA Connect](#))
 - Support for any included MnTC Goal Areas
 - Articulation agreements
5. [Teach Out Transition Plan Jan 2025.docx](#)
 - Only needed if you are replacing a course

New Course Steps

1. Create new course documentation steps 1-5 above with the Program Dean.
2. Program Dean will need to review and sign off on final AASC submission.
3. Submit to AASC via D2L Assignment box to the corresponding month of the meeting to be presented at
4. Curriculum Review Workgroup reviews submission for completeness
5. Submitter attends and presents at AASC meeting
6. AASC Approves or Denies course
7. Submitter is notified of AASC decision
8. Once approved, appropriate staff are notified to update program plan
9. AASC forwards the approved program to Program Navigator Initiator be entered into Program Navigator for system approval for a New Program .
10. Course has to be built into the Curriculum Framework (Karleen)

11. Registrar has to build the prerequisites for the course.
12. Julie Roisland will pull down the new course into term course curriculum
13. Add new course to the Degree Audit.
14. MNTC course needs to have goal areas added.
 - a. Change MNTC program sheet of listed courses
 - b. Web pages changed
15. Transfer office needs to be notified to evaluate equivalency
16. Advisers need to be notified of new course

Major (≥50%) Course Modification Process

Course revisions are required for several reasons including career field needs, advisory committee inputs, adjustments to student learning objectives, etc. Submitted course changes should be coordinated with the Academic Dean and appropriate faculty to ensure timely processing, scheduling, and assignments. Courses that are changing equal to or greater than 50% of their student learning outcomes will need to suspend the old course and create a new course with new numbering and naming.

Major (≥50%) Course Modification Documentation

1. [Major Course Modification Form](#)
2. Common Course Outline ([MnTC](#) or [Technical](#)) (2 versions)
 - a. Old CCO should have all changes highlighted in yellow and deletions struck out in red
 - b. Behind the tracked changes you should provide the new CCO for dissemination
 - c. Remember: Major Modifications require new course name and course number
3. [Learning Outcome to PLO Alignment Sheet](#)
4. Transition Plan for Old to New course.
5. Any supporting documents related to the proposed course from faculty, departments, or programs, or other institutions. These documents may include, but are not limited to, the following:
 - Advisory board minutes
 - Evidence of support from faculty, departments, programs, and advisors
 - Examples of similar courses within the system
6. Any guidelines or agreements related to the proposed course from MNSCU or other institutions. These documents may include, but are not limited to, the following:
 - Transfer Pathway template (can be found on [MNSCU ASA Connect](#))
 - Support for any included MnTC Goal Areas
 - Articulation agreements

Major (≥50%) Course Modification Steps

1. Create new course documentation steps 1-6 above with the Program Dean.
 - a. Major modifications will include a course prefix and number
2. Create new course proposal packet after Dean's review
 - a. Include [Course Suspension Form](#) for old course
 - b. Include CCO with indications (cross outs and highlights) of modifications
 - c. Include clean copy of new CCO
3. **At this point the course is a NEW course and will need to follow new course submission guidelines.** The new course number triggers new course guidelines. Make sure new CCO and information in NEW course are followed.

Minor (<50%) Course Modification Process

Course revisions are required for several reasons including career field needs, advisory committee inputs, adjustments to student learning objectives, etc. Submitted course changes should be coordinated with the Academic Dean and appropriate faculty to ensure timely processing, scheduling, and assignments.

Minor (<50%) Course Modification Documentation

1. [Minor Course Modification Form](#)
2. Common Course Outline ([MnTC](#) or [Technical](#))
 - a. Old CCO should have all changes highlighted in yellow and deletions struck out in red
 - b. New CCO should be clean and ready for dissemination
3. [Learning Outcome to PLO Alignment Sheet](#)
4. Any supporting documents related to the proposed course from faculty, departments, or programs, or other institutions. These documents may include, but are not limited to, the following:
 - Advisory board minutes
 - Evidence of support from faculty, departments, programs, and advisors
 - Examples of similar courses within the system
5. Any guidelines or agreements related to the proposed course from MNSCU or other institutions. These documents may include, but are not limited to, the following:
 - Transfer Pathway template (can be found on [MNSCU ASA Connect](#))
 - Support for any included MnTC Goal Areas
 - Articulation agreements

Minor (<50%) Course Modification Steps

1. Old and New course documentation steps 1-5 above with the Program Dean.
2. Program Dean will need to review and sign off on final AASC submission.
3. Submit to AASC via D2L Assignment box to the corresponding month of the meeting to be presented at
4. Curriculum Review Workgroup reviews submission for completeness
5. Submitter attends and presents at AASC meeting
6. AASC Approves or Denies course
7. Submitter is notified of AASC decision
8. Once approved
9. Course changes need to be changed into the Curriculum (Karleen)
 - a. CCO are updated
10. Karleen updates Program Webpage
11. If there are any prerequisites changes, registrar has to build the prerequisites for the course.
12. Notify Advisers as needed if it affects students.

Course Suspension Process

Course suspensions may be necessary for several reasons including changing career field needs, advisory committee inputs, adjustments to student learning objectives, etc. Submitted course suspensions should be coordinated with the Academic Dean and appropriate faculty.

Course Suspension/Inactivation Documentation

1. [Course Suspension Form](#)
2. Common Course Outline ([MnTC](#) or [Technical](#))
3. Any supporting documents related to the proposed course from faculty, departments, or programs, or other institutions. These documents may include, but are not limited to, the following:
 - Advisory board minutes
 - Evidence of support from faculty, departments, programs, and advisors
 - Examples of similar courses within the system
4. Any guidelines or agreements related to the proposed course from MNSCU or other institutions. These documents may include, but are not limited to, the following:
 - Transfer Pathway template (can be found on [MNSCU ASA Connect](#))
 - Support for any included MnTC Goal Areas
 - Articulation agreements

Course Suspension Steps

1. Create new course suspension packet after Dean's review
2. Submit to AASC via D2L Assignment box to the corresponding month of the meeting to be presented at
3. Curriculum Committee reviews submission for completeness
4. Submitter attends and presents at AASC meeting
5. AASC approves or denies course suspension
6. Submitter is notified of AASC decision
7. Once approved, appropriate staff are notified to update program plan
8. AASC forwards the approved program to be entered into Program Navigator for system approval

Documents and Forms

Required documents and forms should be completed using either Microsoft Word or Adobe Acrobat. Documents and Forms are divided into three sections: 1) [Program Documents and Forms](#) 2) [Course Documents and Forms](#) and 3) [Guides, Explainers, and Resources](#).

Program Documentation and Forms

Academic Affairs and Standards Council: New Program Modification Form

New Program Modification Form	
Program Title:	
Proposed Implementation Date:	
Brief Description of Program Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support the proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach a new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Transition Plan Completed?	

Author of Proposal

Date

Signature of Academic Dean

Date

Academic Affairs and Standards Council: Major (≥50%) Program Modification Form

Major (≥50%) Program Modification Form	
Program Title:	
Proposed Implementation Date:	
Brief Description of Program Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support the proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach a new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Transition Plan Completed?	

Author of Proposal

Date

Signature of Academic Dean

Date

Academic Affairs and Standards Council: Minor (<50%) Program Modification Form

Minor (<50%) Program Modification Form	
Program Title:	
Proposed Implementation Date:	
Brief Description of Program Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support the proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach a new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Program Teach out Plan Attached	

Author of Proposal

Date

Signature of Academic Dean

Date

Program Suspension Form

Academic Affairs and Standards Council: Program Suspension

Program Suspension Form	
Program Title:	
Proposed Suspension Date:	
Description of Program Suspension:	
Reason or Rationale for Suspension Overview: (Additional Documentation Attached)	
Does this proposal affect another program or course at NCTC? If yes, explain and attach documentation to support the proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach a new or revised agreement.	
Program Suspension Teach Out Plan	
Faculty Teach Out Plan	

Author of Proposal

Date

Signature of Academic Dean

Date

AASC Program Plan Proposal

Name of Program:

Type of program: AS AA AAS Diploma Certificate

Credits in program: _____

Minnesota Transfer Curriculum General Education requirements for programs:

- AA – 60 credits total; 40 credits of MnTC general education containing all 10 goal areas.
- AS – 60 credits minimum; 30 credits of MnTC general education, (16 credits required [4 cr. each] from goal area 1 [ENGL1101 required], 3 or 4, 5, and 6).
- AAS – 60 credits total; a minimum of 15 credits of MnTC general education (3 cr. each from goal area 1 [ENGL1101 required], 3 or 4, 5, and 6).
- Diploma – 31-72 credit total; 24 credits minimum in occupational or technical courses.

Program Description: (this description will be used in the catalog and other marketing materials):

List at least five (5) Program Graduate Learning Outcomes and measurement methods.

Program graduate learning outcomes are outcomes that focus on cumulative knowledge and skills – what students are expected to know at the end of their study in the discipline. These should all be completed in student learning outcomes in your courses. At the completion of the degree/diploma/certificate students should be able to complete these outcomes.

How do this program learner outcomes support Northlands Institutional Learner Outcomes?

Student Learner Outcomes are aligned to program learner outcomes. (Crosswalk)

Program Semester Order Overview

Sample Program Sequence for Full-Time Student						
*Please use course prefix, number, and credit						
FIRST YEAR	1st Semester		2 nd Semester		3 rd Summer Semester	
	Course Number and Name	Credits	Course Number and Name	Credits	Course Number and Name	Credits
SECOND YEAR	4 th Semester		5 th Semester		6 th Summer Semester	
	Course Number and Name	Credits	Course Number and Name	Credits	Course Number and Name	Credits

Teach Out/Transition Plan

Teach Out/Transition Plan is necessary when there is a [Major](#) or [Minor Program](#) and/or Major or Minor Course Modification. It is included in the AASC submission packet. This form identifies how students who are currently enrolled in a changing program or a program with a changing course will proceed with minimal interruption. Each requirement below may necessitate individual plans for all involved. The plan must contain the following:

- 1) Plans for students who have not completed their degree according to their academic need. Provide options for students.
 - a. 1st Year
 - b. 2nd Year
- 2) Plans for affected staff
- 3) Plans for affected faculty
- 4) Plan for student communication
 - a. Evidence students have been informed of all relevant changes
 - b. If appropriate, documentation of all contracts made with students (contracts should be approved by Dean before they are distributed to students)
 - c. Specify if there is a break in attendance students will need to start the new program NCTC Policy 3440
- 5) Programs that are accredited may have additional requirements/guidelines

Semester to Start Teach out Plan: _____

Timeline to Teach out Program/Courses:

Courses to be Taught Out/Suspended and Expected Completion Date:

Semester to Begin New Program/New Courses:

Equivalent Courses (if applicable):

Feasibility Study Form

For New Programs and Major (equal to or greater than 50%) program changes the following Program data will be provided to AASC.

Feasibility Study and Supporting Documents:

1-Decision made to study feasibility of establishing or revising program

This serves as the starting point for the initiation of every program, whether for development, review, or suspension. The determination to proceed is grounded in the perceived necessity of the program as recognized by college personnel, advisory group members, community representatives, businesses, or industry stakeholders. While the decision to advance is a collective one, the College Wide Shared Governance Council and Academic Affairs and Standards Council must provide input before any resources are allocated. Initial decisions to proceed should include deliberations on alignment of Northlands vision, mission, and goals, community needs, and associated costs.

2- Program Learner Outcomes Established

Standards will originate with the desired Program Learning Outcomes. Although these outcomes may be refined in subsequent stages, it is essential to establish several broad, well-defined expectations that students are anticipated to achieve upon successful completion of the program. Program learner outcomes serve as the foundation for selecting and developing courses. These PLO's are pivotal and should develop through close collaboration with subject matter experts (SMEs) in the respective field, as well as input from schools, businesses, and organizations where students are poised for employment post-graduation as appropriate to subject area.

3-School-related data identified

Data from other schools/colleges within the Minnesota State system with comparable programs should be reviewed as part of the plan. The primary emphasis should be on if a program could be replicated. Internally the college must assess the need and capacity of the program.

4-Community/Industry-related data identified and analyzed

Data pertaining to business, industry, workforce development, accreditation, regulatory requirements, and similar aspects would be gathered. The review of external data, encompassing community, state, region, business, industry, etc., is undertaken to determine the program's viability. Typically, the discussion is led by the faculty and academic dean involved.

5-Prospective enrollment figures

The success of any program hinges on its ability to attract students. This is particularly crucial when the proposal involves a niche program, and enrollment numbers are of utmost significance.

6-Qualified/Credentialed instructor availability established

Analysis of qualified instructors will be conducted to guarantee the availability of suitable individuals to teach courses within the program. This is also a suitable time to proactively evaluate the related staffing requirements, including full-time and part-time positions. The objective is to establish criteria and timelines for decision-making in the future. Additional considerations may involve the formulation of new credential requirements, and a thorough review of the prerequisites already outlined by Minnesota State in Board policy 3.36 and 3.36.1.

7-Facilities assessment

During the development of outcomes, it is necessary to consider the required space for operating the program. This step is particularly critical in technical programs or courses that necessitate laboratory facilities. In the initial stages of the process, it is advisable to consult with campus facilities. Potential facility solutions, such as using alternate sites, may be explored until the college can establish or construct suitable laboratory space.

8-Current and future budget support determined

The primary instigators in this domain are the academic dean and Chief Financial Officer. Extensive details regarding equipment, facilities, accreditation, and various cost elements should be examined and documented. These factors, when combined with other program costs, will contribute to the final decision.

9-Current and projected employment opportunities

The anticipated employment for program graduates is the focus. Numerous sources exist to explore current and future job opportunities in a specific field, and any additional sources are welcome for discussion. Employment needs should align with graduate opportunities, so the initial projection might extend up to two years into the future.

The faculty, student affairs, and administration collaborate to collect and analyze all internally sourced data.

10- Advisory Committee

Create and meet to form advisory committee. Should follow policy:

The above can be in the forms of:

- Examples of similar programs within the system
- Relevant DEED data or other economic and job placement information
- Industry support
- Advisory Minutes

Program Navigator Form- New Program

This form must accompany all documentation for Academic Affairs and Standards Committee.

	Program Updates:
CIP Code:	
Department: Cost Center:	
Start - Semester / Year:	
Program Title:	
Campus Location(s):	<input type="checkbox"/> EGF <input type="checkbox"/> TRF <input type="checkbox"/> Online
Degree Awarded:	<input type="checkbox"/> AAS <input type="checkbox"/> AS <input type="checkbox"/> AA <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate
Curriculum Design Credits:	___ Total credits ___ Technical credits ___ Non-trans Gen Ed ___ MN Trans Curriculum
Length of Program: (number of semesters)	
Program Details	
Program Delivery Format:	<input type="checkbox"/> Land: face-to-face <input type="checkbox"/> Land plus: face-to-face where some online may be available <input type="checkbox"/> Online plus: offered entirely online with face-to-face options <input type="checkbox"/> Online exclusively: must be completed entirely online, No face-to-face
Program Type:	<input type="checkbox"/> Full - all courses offered by granting institution. <input type="checkbox"/> Consortia - courses offered by two or more accredited institutions. Collaborating Institutions:
List Goal Areas of Minnesota Transfer Curriculum:	
* SOC Code(s) : (use this link)	*Enter SOC Codes for jobs representing 80% of your anticipated graduates
* CTE Career Cluster : (use this link)	
Equity in the Curriculum Design or Campus Equity by Design project impact on program	Minnesota State Equity 2030 Chancellor's Data Lens Uses: <ul style="list-style-type: none"> • Race and ethnicity • First generation status • Socioeconomic Program Equity Statement

	<input type="checkbox"/> Public/private oversight or regulatory agencies (excluding state licensing/authorizations & accrediting agencies) <input type="checkbox"/> Business that would likely employ graduates of the program					
Gainful Employment Disclosure Please put an X in all that it applies	Prepares for licensure exam		Meets licensure Requirements		Does not require licensure	
	MN	ND	MN	ND	MN	ND
Articulation Agreement:	<input type="checkbox"/> No -- Ignore <input type="checkbox"/> Yes -- include articulation agreement with institution(s).					
Transfer Pathway:	<input type="checkbox"/> No -- Ignore <input type="checkbox"/> Yes -- Include attachments: <ul style="list-style-type: none"> • Transfer pathway Crosswalk Learning outcomes. • Program Only Common Course Outlines. 					

Program Information	
Program Description	
Program Learning Outcomes	
Program Admission Requirements	
Graduation Requirements	<input type="checkbox"/> Standard Language: All students seeking an Associate in Applied Science (AAS), diploma, or certificate must meet the cumulative grade point average (GPA) of 2.0 or higher. <input type="checkbox"/> Other:
Background Studies	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Standard language: Minnesota Law requires any person with direct patient and resident contact at a health care facility licensed by the Minnesota Department of Health (MDH) to have a background study conducted by the state. An individual disqualified from direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Anoka Technical. The student is then responsible for requesting the commissioner to reconsider the disqualification. <input type="checkbox"/> Other:
Course Prerequisites:	<input type="checkbox"/> Standard language: Some courses may require appropriate test score or completion of basic math, basic English, and/or reading courses with a "C" or better. <input type="checkbox"/> Other:
Program Contact(s):	Instructor: Phone:

List all instructors who students should contact	Email:
--	--------

Program Navigator Form- Existing Program Major Modification

This form must accompany all documentation for Academic Affairs and Standards Committee.

	Existing Program	Program Updates:
CIP Code:		
Department: Cost Center:		
Start – Semester / Year:		
Program Title:		
Campus Location(s):	<input type="checkbox"/> EGF <input type="checkbox"/> TRF <input type="checkbox"/> Online	<input type="checkbox"/> EGF <input type="checkbox"/> TRF <input type="checkbox"/> Online
Degree Awarded:	<input type="checkbox"/> AAS <input type="checkbox"/> AS <input type="checkbox"/> AA <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate	<input type="checkbox"/> AAS <input type="checkbox"/> AS <input type="checkbox"/> AA <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate
Curriculum Design Credits:	____ Total credits ____ Technical credits ____ Non-trans Gen Ed ____ MN Trans Curriculum	____ Total credits ____ Technical credits ____ Non-trans Gen Ed ____ MN Trans Curriculum
Length of Program: (number of semesters)		
Program Details		
Program Delivery Format:	<input type="checkbox"/> Land: face-to-face <input type="checkbox"/> Land plus: face-to-face where some online may be available <input type="checkbox"/> Online plus: offered entirely online with face-to-face options <input type="checkbox"/> Online exclusively: must be completed entirely online, No face-to face	
Program Type:	<input type="checkbox"/> Full – all courses offered by granting institution. <input type="checkbox"/> Consortia – courses offered by two or more accredited institutions. Collaborating Institutions:	
List Goal Areas of Minnesota Transfer Curriculum:		
* SOC Code(s) : (use this link)	*Enter SOC Codes for jobs representing 80% of your anticipated graduates	
* CTE Career Cluster : (use this link)		
Equity in the Curriculum Design or Campus Equity by Design project impact on program	Minnesota State Equity 2030 Chancellor’s Data Lens Uses: <ul style="list-style-type: none"> • Race and ethnicity • First generation status • Socioeconomic Program Equity Statement <ul style="list-style-type: none"> • How does the curriculum of this program reflect diversity and inclusion? 	

Gainful Employment Disclosure Please put an X in all that it applies	Prepares for licensure exam		Meets licensure Requirements		Does not require licensure	
	MN	ND	MN	ND	MN	ND
Articulation Agreement:	<input type="checkbox"/> No -- Ignore <input type="checkbox"/> Yes -- include articulation agreement with institution(s).					
Transfer Pathway:	<input type="checkbox"/> No -- Ignore <input type="checkbox"/> Yes -- Include attachments: <ul style="list-style-type: none"> • Transfer pathway Crosswalk Learning outcomes. • Program Only Common Course Outlines. 					

Program Information		conducted by the state. An individual
Program Description		<p>contact as a result of the background not set aside by the Commissioner participate in a clinical placement facility. Anoka Technical. The student the commissioner to reconsider the</p> <p><input type="checkbox"/> Other:</p>
	Course Prerequisites:	<p><input type="checkbox"/> Standard language: Some course or completion of basic math, basic</p>
Program Learning Outcomes		<p>"C" or better.</p> <p><input type="checkbox"/> Other:</p>
	Program Contact(s): List all instructors who students should contact	<p>Instructor: Phone: Email:</p>
Program Admission Requirements		
Graduation Requirements	<p><input type="checkbox"/> Standard Language: All students seeking an Associate in Applied Science (AAS), diploma, or certificate must meet the cumulative grade point average (GPA) of 2.0 or higher.</p> <p><input type="checkbox"/> Other:</p>	
Background Studies	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Standard language: Minnesota Law requires any person with direct patient and resident contact at a health care facility licensed by the Minnesota Department of Health (MDH) to have a background study</p>	

Program Semester Order Update

Sample Program Sequence for Full-Time Student						
*Please use course prefix, number, and credit						
FIRST YEAR	1st Semester		2 nd Semester		3 rd Summer Semester	
	Course Number	Credits	Course Number	Credits	Course Number	Credits
SECOND YEAR	4 th Semester		5 th Semester		6 th Summer Semester	
	Course Number	Credits	Course Number	Credits	Course Number	Credits

Author of Proposal _____ Date _____
(by signing this proposal I certify that I have the endorsement of my Department)

Academic Dean _____ Date _____

Course Documentation and Forms

Academic Affairs and Standards Council: New Course Form

New Course Proposal Details	
Course Number/s and Title/s:	
Proposed Implementation Date:	
Brief Description of Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Int/Transition Plan for Courses Attached	
Does this proposal have proper documentation attached?	

Author of Proposal Date

Signature of Academic Dean Date

Academic Affairs and Standards Council: Major (≥50%) Course Modification Form

Major (≥50%) Course Modification Form	
Old Course Number/s and Title/s:	
New Course Number/s and Title/s	
Proposed Implementation Date:	
Brief Description of Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Int/Transition Plan for Courses Attached	
Does this proposal have proper documentation attached?	

Author of Proposal Date

Signature of Academic Dean Date

Academic Affairs and Standards Council: Minor (<50%) Course Modification Form

Minor (<50%) Course Modification Form	
Course Number/s and Title/s:	
Proposed Implementation Date:	
Brief Description of Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Int/Transition Plan for Courses Attached	
Does this proposal have proper documentation attached?	

Author of Proposal Date

Signature of Academic Dean Date

Academic Affairs and Standards Council: Course Suspension Form

Course Suspension/Inactivate Form	
Course Number/s and Title/s:	
Proposed Implementation Date:	
Brief Description of Proposal:	
Reason or Rationale for Proposal:	
Does this proposal affect another program or course? If yes, explain and attach documentation to support proposal.	
Does this proposal require additional resources (equipment, personnel, etc.)? If yes, explain.	
Does this proposal affect an articulation agreement? If yes, attach new or revised agreement.	
Does this proposal include changes in tasks performed by graduates? If yes, attach learner outcomes	
Teach Out/Int/Transition Plan for Courses Attached	

Author of Proposal Date

Signature of Academic Dean Date

Common Course Outline (CCO) for MnTC Courses

To find details on how to fill out see [Common Course Outline Guide](#)

Northland Community and Technical College

SUBJ: _____ **NBR:** _____ **NAME:** _____

A. COURSE DESCRIPTION

Credits: _____
Lecture Hours/Week: _____
Lab Hours/Week: _____
OJT Hours/Week: _____
Prerequisites: _____
Corequisites: _____
MnTC Goals: _____; _____
Course Description: (Fulfills MNTC Areas: __, __)

B. COURSE EFFECTIVE DATES: _____

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. _____
2. _____
3. _____
4. _____
5. (ILO: _____) _____

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal __ - _____

1. _____
2. _____
3. _____

F. LEARNER OUTCOMES ASSESSMENT

Methods:

1. _____

G. SPECIAL INFORMATION

A MEMBER OF MINNESOTA STATE

1.800.959.6282 | northlandcollege.edu

Common Course Outline (CCO) for Technical Courses (NO MnTC)

Northland Community and Technical College

SUBJ: _____ **NBR:** _____ **NAME:** _____

A. COURSE DESCRIPTION

Credits: _____
Lecture Hours/Week: _____
Lab Hours/Week: _____
OJT Hours/Week: _____
Prerequisites: _____
Corequisites: _____
MnTC Goals: None.
Course Description:

B. COURSE EFFECTIVE DATES:

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. _____
2. _____
3. _____
4. _____
5. (ILO:) _____

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies: None

F. LEARNER OUTCOMES ASSESSMENT

Methods:
1. _____
2. _____

G. SPECIAL INFORMATION

A MEMBER OF MINNESOTA STATE

1.800.959.6282 | northlandcollege.edu

Student Learner Outcome to Program Learner Outcome Form

This form can be found in the D2L Module for your submission if needed.

Guides, Explainers, and Resources

Common Course Outline (CCO) Guide

This is how to file out a Common Course Outcome. Each section provides mandatory items and guidelines to complete. A Basic template is located before this CCO Red guidance for completing section

Northland Community and Technical College

(This title is the same for all-centered online)

ENGL 1111: Composition I

(Use prefix for the subject area and number coordinated with Brightspace Administrator/Web Support, do not exceed 24 characters for the title, if more than 51% of your student learning objectives are changed or credits changed, you will NEED to have a new course name and number and suspend old course)

A. COURSE DESCRIPTION:

Credits: 3

(ref 3.36.1, subpart Q 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, such as in distance learning environments; *OR* at least an equivalent amount of work as required of this definition for other academic activities as established by the system college or university including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

Lecture Hours/Week: 3 (see above)

Lab Hours/Week: 0

OJT Hours/Week: * . * (see above)

Prerequisites:

(Prerequisites identify those courses or actions that must be completed *before* the student may take this course. If another course is required, ensure the required prerequisites for that course are not lower than those required for this course. Programs also have minimum assessment scores required for program entry. Course sequencing in a program may also dictate pre and corequisite assignment.) Discuss appropriate scores with dean and academic support center.

Corequisites:

(If required, the corequisite course must be taken with this course. Be sure the corequisite for the other course CCO reflects this course as a requirement.)

B. COURSE EFFECTIVE DATES: 04/23/1999 – Present

(This reflects the effective date for this CCO and should also reflect the change history as well)

C. OUTLINE OF MAJOR CONTENT AREAS (List major content areas for the course. These are not the outcomes.)

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D. LEARNING OUTCOMES:

(General) (These are the outcomes required for a student to successfully complete this course. There is not a prescribed number per course, they should adequately measure the student's learning. In general, 2-6 outcomes per credit will suffice (Liberal Arts tends to have fewer). Each outcome starts with an action verb (see Bloom's taxonomy (Appendix X)) Institutional Lear Outcomes (ILOs) that are measured with an outcome are identified with the ILO number in parenthesis and should be listed as the LAST Learning Outcome. [See ILO Document](#) for ILO Outcomes

1. Organize material effectively.
2. Apply authority, point-of-view, and individual voice and style in her or his writing.
3. Perform to the required standards of English.
4. Argue a position through the use of concrete evidence and/or researched material and cite such research material accurately.
5. Contribute actively and effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
6. (ILO: 1) Demonstrate the writing processes through invention, organization, drafting, revision, editing, and presentation of the paper.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies (Established MnTC goals are described at <http://www.northlandcollege.edu/admissions/transfer-students/minnesota-transfer-curriculum/>, be sure to review this list for established transfer goals. If you believe this course meets the transfer criteria, review the checklist and guidelines for adding curriculum listed on http://www.mntransfer.org/transfer/mntc/t_docs.php.

Example: Goal 01 - Communication

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
4. Select appropriate communication choices for specific audiences.
5. Construct logical and coherent arguments.
6. Use authority, point-of-view, and individual voice and style in their writing and speaking.
7. Employ syntax and usage appropriate to academic disciplines and the professional world.

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F. LEARNER OUTCOMES ASSESSMENT

(This area describes the methods used to assess student learning of the outcomes above. All applicable should be listed.)

Methods:

1. Exam, objective
2. In class exercises
3. Essays
4. Written homework

G. SPECIAL INFORMATION

(If you have additional information to be shared about this course, use this section to describe it.)

Minnesota Transfer Curriculum (MnTC) Goal Area Descriptions

The Minnesota Transfer Curriculum is a framework for students completing an associate's degree or planning to transfer from a two-year public college to a four-year public university in Minnesota. The framework outlines educational expectations, student outcome goals, and core competencies that are to be addressed in courses included in the Minnesota Transfer Curriculum.

For detailed components of Minnesota Transfer Curriculum including goal area competencies:

<https://www.minnstate.edu/board/procedure/321p1g1.html>

Checklist of evaluation criteria for courses to be included in the MnTC

The checklist of evaluation criteria should be used by an institution in the order presented:

- _____ 1. Is this course a remedial, developmental or occupational training course? If you answer 'yes' to this question, the course does not belong in the MnTC. If you answer 'no' to this question, proceed.
- _____ 2. Does the course satisfy the institution's philosophy and definition of general education? If you answer 'no' to this question, the course does not belong in the MnTC. If you answer 'yes' to this question, proceed.
- _____ 3. Is the course consistent with the Guidelines for the Review and Design of a Minnesota Transfer Curriculum?
- _____ 4. Is the course designed to have significant focus on one or more of the ten goals of the Minnesota Transfer Curriculum?
 - a. Does the course meet the definition of the goal area?
 - b. A course must address a majority of the competencies (at least 51%) for a goal area.
 - c. These competencies must be a significant focus of the course.
 - d. The accompanying documentation (course outline, learning outcomes, sample assignments, etc.) must clearly address a majority of the specific competencies for this particular goal area.
 - e. If you are requesting approval of this course in a second goal area, you must provide evidence (demonstrate) that the course meets 4b and 4c above for both goal areas.
- _____ 5. Review similar/equivalent courses across the MinnState system and determine if the goal area(s) for the proposed course are similar. Note: variation in the goal area(s) met by MnTC courses cause difficulty in transfer for students.

Goal Area 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.

Goal Area 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.

Goal Area 3: Natural Sciences

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 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.

Goal Area 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.

Goal Area 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.

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Goal Area 6: Humanities and the 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.

Goal Area 7: Human Diversity, Race, Power, and Justice in the United States (Previously Goal Area 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.

Goal Area 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.

Goal Area 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.

Goal Area 10: People and the Environment

To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

ILO- Institutional Learner Outcomes

Northland has identified five Institutional Learner Outcomes (ILO) that all graduates should achieve. They are Communication Skills (ILO 1), Critical Thinking (ILO 2), Social Engagement (ILO 3), Application of Resources (ILO 4), and Personal Development (ILO 5).

- **ILO #1: Communication Skills**
 - Students will demonstrate appropriate use of communication.
- **ILO #2: Critical Thinking**
 - Students will gather information, develop solutions, and apply a viable plan of action.
- **ILO #3: Social Engagement**
 - Students will be prepared to practice social engagement that addresses environmental responsibility, civic engagement, and global diversity.
- **ILO #4: Application of Resources**
 - Students will utilize appropriate information or technical resources.
- **ILO #5: Personal Development**
 - Students will demonstrate professional and personal growth behaviors.

Each ILO is assessed through a scoring rubric consisting of four scoring criteria that identify specific cognate outcomes that Northland graduates achieve.

Minnesota State Program Areas

Certificate, program, and degree requirements

Minimum degree and award requirements are determined by the system office. Local colleges can modify the minimum standards by adding to them (for example, require a PE requirement or a specific math course) but cannot lower the MinnState standards. However, the local college cannot add credits or hours to a degree over the maximum listed by the state.

When faculty propose a new program or propose to alter an existing program, it is the AASC's responsibility to ensure that the program meets both the state's and local college's degree requirements (i.e., total number of credits, ratio of program classes to general education or Minnesota Transfer Curriculum (MnTC) classes, satisfaction of MnTC requirements, etc.).

Associate of Arts (A.A.) Degree

- An associate of arts degree is awarded upon completion of a 60-credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting college or university.
- An associate of arts degree requires completion of at least a 40-credit curriculum that fulfills the Minnesota Transfer Curriculum goal areas.
- The associate of arts degree program is named Liberal Arts and Sciences.
- An associate of arts degree may have one or more emphases of at least 9 credits each in liberal arts and science fields, provided there is an articulation agreement with a related baccalaureate major offered by one or more system universities.
- At least 15 credits in the associate of arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the college or university.

Associate of Fine Arts (A.F.A.) Degree

- An associate of fine arts degree is a named degree awarded upon completion of a 60-credit academic program in particular disciplines in the fine arts.
- An associate of fine arts degree is designed to transfer in its entirety to a related fine arts discipline baccalaureate degree program. An articulation agreement with a related baccalaureate degree program at a regionally accredited university is required. A system college shall pursue an articulation agreement with a system university before establishing an articulation agreement with a non-system university.
- An associate of fine arts degree program may be individualized according to the standards outlined in Part 5, Subpart F. Associate of fine arts individualized studies degree programs do not require an articulation agreement.

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- An associate of fine arts degree requires a minimum of 24 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. Requirements for the following disciplines have been adopted.
- *Art. An associate of fine arts degree in art requires the minimum of 24 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.*
- *Music. An associate of fine arts degree in music requires at least 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.*
- *Theatre arts. An associate of fine arts degree in theatre arts requires completion of the entire Minnesota Transfer Curriculum with a minimum of 40 credits.*
- An associate of fine arts degree shall not have emphases.
- At least 15 credits in the associate of fine arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

Associate of Science (A.S.) Degree

- An associate of science degree is awarded upon completion of a 60-credit academic program in scientific, technological, or other professional fields.
- The associate of science degree is designed to transfer in its entirety to one or more related baccalaureate degree programs. A college shall pursue an articulation agreement with one or more system universities before establishing an articulation agreement with a non-system university.
- An associate of science degree program may be individualized according to the standards outlined in Part 5, Subpart F. Associate of science individualized studies programs do not require an articulation agreement.
- An associate of science degree may address a single specialty or a set of allied specialties such as, but not limited to, (1) agriculture, (2) business, (3) computer and information sciences, (4) education, (5) engineering, (6) engineering technologies, (7) environmental sciences, (8) health sciences, and (9) natural sciences.
- The associate of science degree requires a minimum of 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.
- An associate of science degree shall not have emphases.
- At least 15 credits in an associate of science degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

Associate of Applied Science (A.A.S.) Degree

- An associate of applied science degree is awarded upon completion of a 60-credit academic program in a named field of study in scientific, technological or other professional fields.
- An associate of applied science degree prepares students for employment in an occupation or range of occupations. An associate of applied science degree may also be accepted in transfer to a related baccalaureate program.
- An associate of applied science degree requires a minimum of 15 credits selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum. At least 30 credits shall be in the academic program's occupational or technical field of preparation.
- An associate of applied science degree may have one or more emphases of at least 9 credits each when there are at least 30 credits in the major that are common to the emphases.
- An associate of applied science degree program may be individualized according to the standards outlined in Part 5, Subpart F, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.
- At least 15 credits in an associate of applied science shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

Certificates

- An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program.
- A certificate may have an occupational outcome or address a focused area of study.
- An undergraduate certificate shall not have emphasis.
- At least one-third of the credits in the undergraduate certificate shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college or university.
- To qualify for financial aid, the certificate length must be at least 16 credits.
- An undergraduate certificate less than 9 or more than 30 credits in length may be approved when the academic program prepares an individual for employment and the length or the designation as a certificate is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

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Diplomas

- A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.
- A diploma may have one or more emphases of at least 9 credits when there are at least 30 credits in the major that are common to the emphases.
- A diploma may be individualized according to the standards outlined in Part 5. Subpart C, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.
- At least one-third of the credits in the diploma shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college.
- A diploma of more than 72 credits in length may be approved when the academic program prepares an individual for employment and the length is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

For additional information see: www.minnstate.edu/board/procedure/336p1.html (as of October 2020).