

07264



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5 Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal #	350
College: Science, Engineering and Technology	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:	
Department: Computer and Information Sciences	<input type="checkbox"/> Graduate	Academic Year	06-07
Program: Gen-Ed Bulletin Copy Change	CIP #	(For Office Use Only)	
Type of Change	N/A	Course Designator and Number	Number of Credits
Proposed:	N/A		
Title Current:	Computer and Information Sciences		
Title Proposed:			
24-Char. Abbrev:			(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Rationale or Justification for change:
The general education bulletin needs changing to reflect the changes to IT 202W and ISYS 202W.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

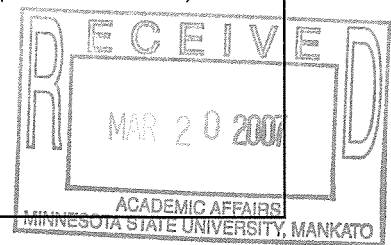
Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply):	Instructional Type: Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes.
 c. A list of resources required to offer and support this course.
 d. A description of how teaching this course will affect department staffing.
 e. If 400/500 level course, an explanation of added expectations of graduate students.





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies 1, 9, 13)
 Not Recommended (Category/ies _____)

David Hays 11/2/06
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Karen C. Chau 3/9/07
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/19/07
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Ronald H. Kiehn 3/29/07
 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

David Flannery 3/29/07
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/29/07
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

GENERAL EDUCATION

MINNESOTA TRANSFER CURRICULUM

Completion of the Minnesota Transfer Curriculum fulfills the general education requirement for any Minnesota public institution. Students transferring with a completed Minnesota Transfer Curriculum will satisfy Minnesota State Mankato's general education requirement. Completion of goal areas within the Minnesota Transfer Curriculum will be accepted as completion of that same goal area at Minnesota. Individual competencies will be evaluated and transferred on a course-by-course basis.

Students transferring from Minnesota State Mankato to another Minnesota public institution of higher education will have fulfilled the Minnesota Transfer Curriculum if they have completed required courses in the following ten categories: Communication, Critical Thinking, Natural Science, Mathematical/Logical Reasoning, History and the Social and Behavioral Sciences, Humanities and the Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment.

GENERAL EDUCATION GUIDELINES

1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State Mankato.
2. Students transferring with the Minnesota Transfer Curriculum completed will be considered to have completed the Minnesota State Mankato General Education requirements.
3. While included in general education at Minnesota State Mankato, categories 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.
4. A single course may be placed in one or two categories and also may be designated as a Writing Intensive course. Each credit in any of these courses, however, may be counted only once in meeting the 44 credit requirement.
5. The Critical Thinking category two may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
6. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
7. For general education credit, students may take no more than two courses or eight (8) credits, whichever is greater, from the same discipline. The only exception is English, in which three courses may be taken. This exception is allowed because of the Category 1A requirement of ENG 101.
8. For Bachelor of Science in Electrical Civil, Computer or Mechanical Engineering General Education see the program requirements for a detailed explanation of general education coursework for these two degree programs.
9. The general education requirements of the Associate of Arts degree are the same as for the Bachelor of Science degree.
10. General Education courses that satisfy core requirements for cultural diversity are identified by *. Those that satisfy related requirements for cultural diversity are identified by ^.

CATEGORY 1: COMMUNICATION

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. At a base, all students should complete introductory communication requirements early in their college 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. There are multiple opportunities for interpersonal communication, public speaking and discussion.

Part A: English Composition

(requires one course, 3 credits or more, with a grade of at least "P" or "C")

Goal: To develop writers who use the English language effectively and who read and write critically. This course will require faculty-critiqued writing. Writing competency is an ongoing process which needs to be reinforced throughout the curriculum. English Composition courses from international institutions will not be accepted in the category. Appeals must go to the Office of Academic Affairs.

Students will be able to:

- (a) demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation, of drafts, revision, and editing;
- (b) write papers of varying lengths that demonstrate effective explanation,

- analysis, and argumentation;
- (c) become experienced in computer-assisted writing and research;
- (d) locate and evaluate material, using PALS, the Internet, and other sources;
- (e) analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions;
- (f) employ syntax and usage appropriate to academic writing and the professional world.

Course(s) which satisfy this category include:

ENG 101

Part B: Speech and Oral Reasoning

(requires one course, 3 credits or more)

Goal: To develop skills necessary for reasoned communication. Courses in this category will require individual public speaking which is critiqued by the instructor. Speaking and reasoning competency is an ongoing process which needs to be reinforced throughout the curriculum.

Students will be able to:

- (a) understand/demonstrate communication processes through invention, organization, drafting, revision, editing and presentation;
- (b) participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- (c) analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- (d) select appropriate communication choices for specific audiences;
- (e) construct logical and coherent arguments;
- (f) use authority, point of view, and individual voice and style in communications;
- (g) employ syntax, usage and analytical techniques appropriate to academic disciplines and the professional world.

Course(s) which satisfy this category include:

CDIS 201 SPEE 100 SPEE 102 SPEE 212 SPEE 233

Part C: Writing Intensive

(requires two course, 6 or more credits)

Goal: Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:

- (a) use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline;
- (b) locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences (popular or within the discipline).

Course(s) which satisfy this category include:

ANTH 250W^ BIOL 103W BIOL 105W COMS 202W ECON 314W^
EEC 222W* ENG 112W^ ENG 113W^ ENG 201W ENG 211W*
ENG 212W^ ENG 213W ENG 242W ENG 301W ETHN 201W*
ETHN 202W* ETHN 203W* ETHN 204W* FREN 302W GEOG 210W
HIST 170W^ HIST 171W^ HIST 180W* HIST 190W* HIST 191W*
HUM 250W HUM 280W HUM 281W* HUM 282W^ KSP 220W*
PHIL 100W PHIL 115W* PHIL 120W* PHIL 205W^ PHIL 222W^
PHIL 224W^ PHIL 226W PHIL 240W PHIL 322W PHIL 334W
PHIL 336W PHIL 358W^ POL 103W PSYC 103W REHB 110W*
SOC 101W^ SOWK 190W^ SPAN 210W SPEE 101W THEA 285W*
URBS 230W WOST 120W

CATEGORY 2: CRITICAL THINKING

(requires completion of the rest of the Gen. Ed. Program or one course)

Goal: To develop critical thinking, communication, and problem solving skills. Courses in this category must focus on skill development and throughout the course will provide opportunities to exercise skills. Although the exercise of skills requires a subject matter, the emphasis in this category will be on skill development. The skills will not be ones that are specific to the practice of a particular discipline or area of inquiry but rather will be skills that are common to different disciplines and different areas of inquiry.

Students will be able to:

- (a) gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
- (b) weigh evidence for and against hypotheses;

HIST 190* HIST 190W* HIST 191* HIST 191W* HUM 281W*
 KSP 220W* KSP 251* MUS 125* MUS 126* PHIL 115W*
 REHB 110W* SOC 150* SOC 208* SOC 209* SPEE 203*
 THEA 285W* WOST 110* WOST 251* WOST 225*

CATEGORY 8: GLOBAL PERSPECTIVE
 (requires one course, 3 credits or more)

Goal: To increase students' understanding of the growing interdependence of nations, traditions and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:

- (a) describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions;
- (b) demonstrate knowledge of cultural, social, religious and linguistic differences;
- (c) analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
- (d) understand the role of a world citizen and the responsibility world citizens share for their common global future.

Course(s) which satisfy this category include:

ANTH 101^	ANTH 230^	ANTH 240^	ART 160^	ART 260^
ART 261^	CDIS 206	CDIS 207	ECON 314W^	EET 125^
ENG 212W^	ENVR 101	FREN 101	FREN 102	FREN 201
FREN 202	GEOG 100^	GEOG 103^	GER 101	GER 102
GER 201	GER 202	HIST 153	HIST 160	HIST 170^
HIST 170W^	HIST 171^	HIST 171W^	HIST 181	HUM 155^
HUM 156	HUM 282W^	PHIL 205W^	PHIL 358W^	POL 106^
SCAN 101	SCAN 102	SCAN 111	SCAN 112	SOC 101^
SOC 101W	SOWK 255^	SPAN 101	SPAN 102	SPAN 201
SPAN 202	SPAN 210W	SPEE 203*	THEA 120	THEA 225*
URBS 100^	WOST 220*			

CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY
 (requires one course, 3 credits or more)

Goal: 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.

Students will be able to:

- (a) examine, articulate, and apply their own ethical views;
- (b) understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues;
- (c) analyze and reflect on the ethical dimensions of legal, social, and scientific issues;
- (d) recognize the diversity of political motivations and interests of others;
- (e) identify ways to exercise the rights and responsibilities of citizenship.

Course(s) which satisfy this category include:

ANTH 280	BLAW 131^	CHEM 131	CORR 106	CORR 255
ENG 213W	HIST 180	HIST 180W*	KSP 101	KSP 250
MASS 110^	PHIL 120W*	PHIL 222W^	PHIL 224W^	PHIL 226W
PHIL 240W	PHIL 321^	PHIL 322W	POL 101	POL 111
SOC 255	SOWK 190W^	SPEE 300	URBS 230W	WOST 120W
WOST 220*	IT 202W	ISYS 202W		

CATEGORY 10: PEOPLE AND THE ENVIRONMENT
 (requires one course, 3 credits or more)

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

Students will be able to:

- (a) explain the basic structure and function of various natural ecosystems and

- of human adaptive strategies within those systems;
- (b) discern and analyze patterns and interrelationships of the bio-physical and psycho-social cultural systems;
- (c) critically discern and analyze individual, social, and ecological dimensions of health;
- (d) describe the basic institutional arrangements (social, legal, political, economic, health, ethical, religious) that are evolving to deal with environmental and natural resource challenges;
- (e) evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
- (f) propose and assess alternative solutions to environmental problems;
- (g) articulate and defend the actions they would take on various environmental issues.

Course(s) which satisfy this category include:

ANTH 102	CHEM 133	EEC 205	ENVR 101	GEOG 100^
GEOG 101	GEOG 210W	GEOG 100	GEOG 121	HLTH 101
PHIL 226W	RPLS 282	URBS 150		

CATEGORY 11: PERFORMANCE AND PARTICIPATION (requires 2-3 credits)

Goal: To prepare students for responsible and effective participation in groups and communities.

Students will be able to:

- (a) participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
- (b) interact with others of another culture in its indigenous setting through a structured experience;
- (c) participate cooperatively in group athletic activity or artistic performance.

Course(s) which satisfy this category include:

ANTH 280	CDIS 205	EEC 222W*	ENG 242W	HLTH 210
HP 101	HP 103	HP 104	HP 105	HP 114
HP 117	HP 130*	HP 138	HP 139	HP 143
HP 145	HP 146	HP 147	HP 148	HP 149
HP 150	HP 152	HP 153	HP 154	HP 155
HP 156	HP 157	HP 158	HP 159	HP 161
HP 166	HP 174	HP 175	HP 176	HP 177
HP 178	HP 179	HP 182	HP 190	HP 241
HP 242	HP 245	HP 248	HP 250	HP 252
HP 257	HP 291	KSP 220W*	MSL 210	MUS 101
MUS 102	MUS 103	MUS 104	MUS 105	MUS 106
MUS 111	MUS 112	MUS 113	MUS 114	MUS 115
MUS 116	MUS 117	MUS 119	NURS 101	POL 101
RPLS 278	SOWK 214	SPEE 220	SPEE 310	THEA 102
THEA 103	THEA 105	THEA 107	THEA 108	THEA 109
THEA 115	THEA 123*	THEA 125*	THEA 126	THEA 127
THEA 128	THEA 223*	THEA 225*	THEA 226	THEA 227*
THEA 228	THEA 229	THEA 328^	URBS 230W	

CATEGORY 12: FIRST YEAR EXPERIENCE
 (requires 0-1 credits)

Goal: To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and to provide assistance in making the transition to the University.

Students will be able to:

- (a) experience higher personal expectations of his/her ability to meaningfully participate in academic life;
- (b) define and give examples of critical thinking;
- (c) interact with other students regarding academic matters;
- (d) affirm that careful thinking is an important aspect of the educational process;
- (e) make a comfortable transition to college life.

Course(s) which satisfies this category include:

FYEX 100

CATEGORY 13: INFORMATION TECHNOLOGY
 (requires 0-2 credits)

Goals: To familiarize students with the tools, concepts and societal impact of

information technology and to develop the skills necessary to use this technology critically and effectively.

Students will be able to:

- use electronic information technology ethically and responsibly;
- access and retrieve information through electronic media, evaluating the accuracy and authenticity of that information;
- create, manage, organize and communicate information through electronic media;
- demonstrate a working knowledge of information technology terms and concepts;
- understand how computers function and the limits of computation and information technology;
- recognize changing technologies and make informed choices in their use.

Course(s) which satisfy this category include:

~~COMS 100~~ ~~COMS 110~~ EET 115 EET 116 IT 100 IT 110 ISYS 110 IT 202W ISYS 202W

CULTURAL DIVERSITY REQUIREMENT

All Minnesota State Mankato undergraduate students must satisfy a Cultural Diversity (CD) credit requirement for graduation. Students pursuing a baccalaureate degree must take at least two (2) courses and a minimum of six (6) credits from the list of courses designated as Cultural Diversity courses. One CD-Core course and a minimum of 3 credits satisfies the CD requirements for the AA and AS degree. Transfer students that have taken between 33 and 63 credits will be granted up to 3 credits of their CD requirement while transfer students that have taken 64 or more credits or have already received an AA degree will be granted 6 CD credits, satisfying their entire CD requirement.

Two types of courses fulfill the Cultural Diversity requirement:

- Cultural Diversity Core courses (CD-Core) and
- Cultural Diversity Related courses (CD-Related). Throughout the following listing of General Education Courses, Cultural Diversity courses are designated with either * for core CD courses or ^ for related CD courses.

Courses must be taken according to the following distribution:

- At least one course must be taken from the list of courses designated as Cultural Diversity-core;
- At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. For a list of courses, see the book *General Education and Cultural Diversity Bulletin 2006-2007*, available from the Office of Institutional Diversity.

HONORS PROGRAM
RAJIV KAPADIA, DIRECTOR
134 Carkoski Commons
Mankato, MN 56001
507-389-1314
www.mnsu.edu/honors/

The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program will be offered a variety of educational activities that build upon but are different than the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community based activities, and other innovations.

The Honors Program is designed for students who want to pursue active learning. The Honors Program is predicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests.

There are three ways in which a student may be eligible for Honors:

- The Student graduated in the top 10% of his or her high school class or has a composite ACT score of 26;
- The student graduated in the top 25% of his or her high school class and has a composite ACT score of 24. In addition the student will petition the Honors Program with his or her potential for *success* in the Program.
- The student has completed two semesters of college level work with a

minimum GPA of 3.2. In addition the student will petition the Honors Program with his or her potential for *success* in the Program.

Success in the Honors Program consists of meeting the four Learning Outcomes for the Honors Program, and achieving a minimum cumulative GPA of 3.3 upon graduation (customarily 3.0 after freshman year, 3.1 after sophomore year, and 3.2 after junior year.)

To complete the Honors Program (minor), students complete a minimum of 18-24 credits:

9 credits of the following:

HONR 201/401 (1-3) Honors Seminar

6 credits of the following:

HONR 250/450 (1-6) Service-Learning

HONR 255/455 (1-6) Practicum

And the following:

HONR 475 (1) Honors Portfolio

HONR 495 (2-4) Senior Project

Students must also graduate with a minimum cumulative GPA of 3.3, and must meet all four Honors Program Learning Outcomes.

Satisfaction of the Learning Outcomes is articulated in the student's Honors Portfolio, an ongoing project for each student, which is typically culminated during the senior year.

• Area 1 – Civic Engagement Outcomes

- Students will demonstrate leadership roles in university and wider community activities during their participation in Honors.
- Students will participate in social change activities in the university and wider community.
- Students will articulate the values that underlie their participation in various leadership activities involving civic engagement.

• Area 2 – Critical and Creative Thinking

- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate strong creative thinking skills.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

• Area 3 – Lifelong Learning

- Students will demonstrate the ability to take responsibility for their own learning by teaching others a skill or concept.
- Students will demonstrate the ability to reflect thoughtfully on one's own learning and doing.
- Students will identify a deficiency or weakness in their educational background and devise a strategy for responding creatively to that weakness or deficiency.

• Area 4 – Self and Other

- Student is able to interact respectfully with those from different backgrounds and perspectives.
- Students will demonstrate the ability to reflect on his or her own self and his or her relationships to others.