ADVISING
GENERAL EDUCATION
DIVERSE CULTURES
WRITING INTENSIVE

GENERAL EDUCATION CURRICULUM GUIDELINES

Undergraduate students are required to complete 44 credits of General Education courses in 13 Goal Areas for graduation.

Procedures and Applications

Courses identified as General Education courses must meet the learning outcomes (competencies) for at least one of the Goal Areas. Departments submit course proposals through the Curriculum Design System (CDS) to request that courses be included in the General Education Curriculum. All proposals requesting General Education designation will be reviewed in a manner consistent with all other curricular proposals considered by the university.

Course proposals must clearly articulate how the course content achieves a majority of the learning outcomes for each of the General Education Goal Areas being requested. With the exception of Writing Intensive Courses, no consideration will be given to proposals that limit participation to specific sections of a course. Only courses, not specific sections of courses, are eligible for designation as General Education Courses.

Courses without specific content (e.g., independent study, individual study, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered General Education courses. Exceptions may be made for specific cases if potential for achievement of the General Education outcomes for a particular goal area(s) can be clearly demonstrated prior to registration for the course in question.

All General Education courses will undergo systematic assessment as established by the university's curricular committees. All departments and programs with General Education courses are expected to fully participate in the General Education assessment process.

Academic Advising and Program Planning

Academic planning should begin early in your first year at Minnesota State Mankato, and your academic advisor will be the individual to help you assess your individual needs and plan an academic program based on your interests and career goals. As you progress through your program, your academic advisor, in conjunction with other advising staff, can assist you in a variety of ways: selecting courses each semester; changing or choosing a major; satisfying general education requirements; exploring career interests and opportunities; identifying campus resources to assist you; referring you to opportunities for scholarships, internships, and undergraduate research; and assisting you with any academic difficulties you may encounter.

As a new student at Minnesota State Mankato you are assigned an academic advisor based on your major choice during orientation. If you are undecided about your major when you first enroll, you would be assigned to one of the academic advisors in New Student & Family Programs who work especially with students who have not decided on a major. We encourage you to work closely with an academic advisor throughout your Minnesota State Mankato career.

ADVISING RESOURCES

Major Advising. Once you have selected a major or general area of study you wish to pursue, your advising services will be provided by your major College. Each Minnesota State Mankato College has a Student Relations Coordinator (SRC) who serves as a primary resource and advising contact for those interested in any of the College majors or departments. The Student Relations Coordinators provide general academic and program assistance to prospective, current, and returning Minnesota State Mankato students. Some Colleges also offer "Advising Centers," which provide additional advising services and staff.

COLLEGE ADVISING RESOURCES

ALLIED HEALTH
Shirley Murray, SRC, 124 Myers Field House, 389-5194
ARTS & HUMANITIES
Gina Maahs, SRC, 226B Armstrong Hall, 389-1712
BUSINESS
Linda Meidl, SRC, College Advising Center, 151 Morris Hall, 389-2963
EDUCATION
Mymique Baxter, SRC, College Advising Center, 117 Armstrong Hall, 389-1215
NURSING
Kasi Johnson, Pre-Nursing Advisor, 319 Wissink Hall, 389-6810
SCIENCE, ENGINEERING AND TECHNOLOGY
Ken Adams, SRC, 131 Trafton Science Center N, 389-1521
SOCIAL AND BEHAVIORAL SCIENCE
Advising "U", 114 Armstrong Hall, 389-6306

COORDINATOR FOR UNDECIDED MAJOR ADVISING

Sara Granberg-Rademacker, SRC, New Student & Family Programs, 103 Preska Residence Community, 389-5498

If you have not yet selected a major, or are considering a variety of options, you may choose to be an "undecided" major. If this is your situation, your initial academic advisor will be assigned through the New Student & Family Programs Office.

OTHER ADVISING RESOURCES

CAP Program Advisors, Institutional Diversity, 389-6125
Career Development Center, 209 Wigley Administration Center, 389-6061
Center for Academic Success, 132 Memorial Library, 389-1791
Counseling Center, 245 Centennial Student Union, 389-1455
Disability Services, 132 Memorial Library, 389-2825
Multicultural Affairs, 22 Centennial Student Union, 389-6300
Student Support Services, 355 Wiecking Center, 389-2797

DECLARING VS. ADMISSION TO MAJOR

Students can declare a major at any point and ask to be assigned to an advisor in their major. Declaration is the simple process of having the student records system updated to indicate what major a student is interested in pursuing and assigning an advisor based upon that interest. Students interested in majors in:

- The colleges of Science Engineering, Technology; Business; and the School of Nursing should go to the Student Relations Coordinator or advising center for that college/program
- The colleges of Allied Health, Arts and Humanities & Social Behavioral Sciences should be referred to individual departments

If undecided, students should go to the New Student & Family Programs Office in 103 Preska Residential Community, 389-5498.

Admission to Major. Involves gaining permission to take 300-400 level course work and pursue graduation from a major. Students will be admitted to a major based on requirements established by the major and monitored by a department. University minimum requirements for admission to a major are having earned 32 credits/hours and a "2.0" cumulative grade point average. Many departments have additional requirements which can be found in the Undergraduate Bulletin in the department/major listing. Additional requirements may include, but are not limited to: completion of prerequisite courses; higher grade-point averages for admission to major and/or graduation from the program; testing; and other forms of evaluation or portfolios.

Required Advising. "Undecided" majors and several other Minnesota State Mankato majors REQUIRE that a student meet with their assigned academic advisor before registering each semester. If your major requires advising, your advisor would need to provide you with a registration "access code" before you would be able to register for courses.

Course Designator and Numbering System

Each course is identified by a 2-4 alpha character code called a course designator that indicates the program or department housing the course. The listing of course designators used at Minnesota State Mankato are below.

A course designator is followed by a 3-digit numeric code indicating course level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. To be eligible to graduate with a bachelor's degree from Minnesota State Mankato a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

Course Designators

ACCT	Accounting	GER	German	
AIS	American Indian Studies	GERO	Aging Studies	
ANTH	Anthropology	HLTH	Health Science	
AOS	Applied Organizational Studies	HIST	History	
ART	Art	HONR	Honors	
AET	Automotive Engineering Technology	HP	Human Performance	
AST	Astronomy	HUM	Humanities	
AVIA	Aviation	IT	Computer Information Technology	
BIOL	Biology	IBUS	International Business	
BLAW	Business Law	KSP	Secondary 5-12 & K-12 Professional Education	
BUS	College of Business	LAWE	Law Enforcement	
CAHN	College of Allied Health & Nursing	MGMT	Management	
CHEM	Chemistry	MET	Manufacturing Engineering Technology	
CIVE	Civil Engineering	MRKT	Marketing	
CDIS	Communication Disorders	MASS	Mass Media	
CMST	Communication Studies	MATH	Mathematics	
CS	Computer Science	ME	Mechanical Engineering	
CM	Construction Management	MEDT	Medical Technology	
CORR	Corrections	MSL	Military Science and Leadership	
CSP	Counseling and Student Personnel	MUS	Music	
DANC	Dance	MUSE	Museum Studies (See Anthropology)	
DHYG	Dental Hygiene	NPL	Nonprofit Leadership	
ECON	Economics	NURS	Nursing	
ED	Education	OPEN	Interdisciplinary Studies	
EE	Electrical Engineering	PHIL	Philosophy	
EEC	Elementary Education	PHYS	Physics	
EET	Electronic Engineering Technology	POL	Political Science	
ENG	English	PSYC	Psychology	
ESL	English As A Second Language	RPLS	Recreation, Parks & Leisure Services	
ENGR	Integrated Engineering	REHB	Rehabilitation Counseling	
ENVR	Environmental Sciences	SCAN	Scandinavian Studies	
ETHN	Ethnic Studies	SOST	Social Studies	
EXED	Educational Leadership	SOWK	Social Work	
FCS	Family Consumer Science	SOC	Sociology	
FILM	Film Studies	SPAN	Spanish	
FINA	Finance	SPED	Special Education (Academic and Behavioral Strategist)	
FYEX	First Year Experience	STAT	Statistics	
FREN	French	THEA	Theatre Arts	
GWS	Gender and Women's Studies	URBS	Urban & Regional Studies	
GEOG	Geography	WLC	World Languages & Cultures (formally Modern Languages)	
GEOL	Geology			

General Education courses that also satisfy the Diverse Cultures Graduation Requirement as either a Purple or Gold course are identified in the Goal Areas by a [P] for Purple and a [G] for Gold. (Example = ENG211W[P])

DARS

DARS is an acronym for <u>Degree Audit Reporting System</u>. It is a computer program that produces advising information illustrating a student's progress in fulfilling the graduation requirements of their chosen degree program for undergraduate students.

DARS accomplishes its task by using a student's degree program information (degree, major, minor, catalog year), on file in the student records system, to create a generic "template" of that degree program. DARS then feeds all of a student's courses through this template to fill in the blanks. When the process is complete a document (called an audit) is produced showing where the student's courses fit in, which requirements are completed, and which are left to be done. The audit can then be used to monitor a student's progress and give a detailed assessment of what University requirements are yet to be satisfied.

DARS is <u>not</u> a replacement for the advising process whereby students are in communication with their department and assigned advisor. DARS should also not be considered a replacement for the University catalog, although the DARS program is based very heavily upon that document. The DARS program is a tool to assist students and advisors. Though DARS produces an accurate report of a student's graduation progress, infrequently some items cannot be checked for or taken into account. For example, audits do display the results of nearly all departmental substitutions and waivers, but there are some situations that cannot be dealt with. Many of these items are handled via the advising process and are done manually within the graduation process.

Questions concerning DARS should be directed to
DARS-Questions@mnsu.edu

Ordering an Audit
There are three ways that students can obtain audits:
- order their own via the web (same way you log on to register)
- request an audit at the Campus Hub
- request an audit at their department or advising center

COURSE OFFERINGS

This bulletin lists course offerings for the academic year beginning with fall semester 2013. This listing is as accurate as possible when the bulletin is compiled. <u>Students are advised, however, that all information regarding course offerings is subject to change, and it is recommended that students check the course schedules prior to each term.</u> The University reserves the right to withdraw or modify any course or to change instructors.

Contact Hour. One 50-minute period (minimum) of class group activity under supervision.

Course Numbering System. Courses are identified by a 2 to 4 alphabetic character code indicating program or department, followed by a 3-digit numeric code indicating course level.

Writing Intensive "W" Designator. In certain cases, the 3-digit number may be followed by the letter "W", which indicates that the course satisfies the writing intensive graduation requirement, whereas the other course with the same designator (and no "W") does not. Credit will not be given for two courses with the same designator, regardless of GE writing intensive satisfaction.

Course Level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. Graduate courses are numbered 500-999 and are listed in the <u>Graduate Bulletin</u>. To be eligible to graduate with a bachelor's degree from Minnesota State Mankato, a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

Sections. Individual course sections differentiated in the course schedules, but are not indicated in this bulletin.

Number of Credits. The number of credits is listed in parentheses after the course number. If the course is offered for variable credits, e.g., (1-4), the student will need to work with an advisor to determine the appropriate number of credits for which a certain course should be taken, and should register for the course accordingly. Permission is required for variable credit courses.

Prerequisites. Students can be dropped from a course for which they are not found to have meet the prerequisites. Some courses require prerequisites and/or co-requisite courses. These are listed at the end of the course descriptions in this bulletin. In some cases, prerequisites are "enforced." If so, you would be unable to register without first verifying that you have completed the required prerequisite course. It is the student's responsibility to review prerequisite requirements, and register for the appropriate level course. Questions about prerequisite course requirements should be directed to your academic advisor, the College Advising Center, or the department offering the course.

General Education and Diverse Cultures Satisfaction. Courses approved as satisfying General Education requirements are symbolized after the course description. For example, a course satisfying Goal Area 4 will be denoted as GE-4. Similarly, courses approved as satisfying the Diverse Cultures Graduation Requirement will be denoted as Diverse Cultures-Purple and Diverse Cultures-Gold after the description. If a course satisfies both a General Education and a Purple course requirement, for example, in Goal Area 5, it will be denoted as Diverse Cultures-Purple and under this, GE-5. If a course satisfies both a General Education and a Gold course requirement in Goal Area 5, it will be denoted as Diverse Cultures-Gold, followed by GE-5.

GENERAL EDUCATION

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 State Mankato. 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 40 credits of required courses in the following ten goal areas: 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. Goal areas 11-13 are part of the General Education curriculum at Minnesota State Mankato but not goal areas in the Minnesota Transfer Curriculum.

Why General Education?
The General Education program integrates a broad foundation of knowledge and skills with the study of contemporary concerns. The goals and competencies within the curriculum are reflective of those capabilities essential for all college-educated adults facing the twenty-first century, including:
1. Skills needed for effective understanding and communication if ideas through reading, listening, critical and integrative thinking, writing, speaking, and technological literacy;
2. Exploration of various ways of knowing through study of the content, methods of inquiry and creative modes of a broad spectrum of disciplines;
3. Our common membership in the human community, coupled with awareness that we live in a diverse world;
4. The interrelatedness of human society and the natural environment and the ethical dimensions of political, social, and personal life; and
5. Development of responsibility for lifelong learning.

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, goal areas 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.
4. A single course may be placed in more than one goal area. Each credit in any of these courses, however, may be counted only once in meeting the 44 credits requirement.

5. The Critical Thinking Goal Area 2 may be satisfied either by taking a course or by the satisfactory completion of the other General Education goal areas.
6. In each goal area where two courses are required (i.e., 3, 5, and 6), students are required to take courses from different disciplines.
7. To count as 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 to this policy is for English Composition (ENG 101, CMST 100, CMST 102).
8. For Bachelor of Science degrees in Electrical, Civil, Computer, General or Mechanical Engineering, and the Nursing degree, general education requirements differ. See the program requirements for a detailed explanation of general education coursework for these degree programs.
9. For Bachelor of Science Degrees in Electrical, Civil, Computer, General or Mechanical Engineering, the Writing Intensive graduation requirement is waived for the 2014-2015 academic year. 2014-2015 is the last year of writing intensive waiver for CSET. Those programs have spring 2014 and fall 2014 to prepare proposals to address writing intensite graduation requirements.
10. The General Education requirements of the Associate of Arts degree are the same as for the Bachelor's degree.
11. General Education courses that also satisfy the Diverse Cultures graduation requirement as either a Purple or Gold course are identified by a "P " for Purple and a "G" for Gold.
12. General Education courses that also satisfy the Writing Intensive graduation requirement are identified by a "W" for Writing Intensive.
13. Some general education courses may also be required courses for your major. Please consult your advisor for information about the general education courses you may need to take specifically for your major degree.

GOAL AREA 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" (2.0). A grade of "C-" does not satisfy this goal area.
Goal: The goal is to provide students with
- a rich understanding of how writing works
- guided opportunities to apply this understanding in specific writing situations
- experience analyzing, researching, and writing for academic writing situations
- opportunities to reflect on the development of their writing knowledge and skills

Students will be able to:
(a) draw upon strategies for idea generation, drafting, revision, design, and editing;
(b) analyze and produce texts guided by basic rhetorical concepts;
(c) practice critical reading skills, including the ability to identify genre conventions and evaluate the claims, evidence, and reasoning in a text;
(d) demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
(e) integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation conventions;
(f) explain their writing choices, using concrete examples to support their claims;
(g) employ syntax and usage appropriate to academic disciplines and the professional world.

Courses which satisfies this goal area are: ENG 101, ENG 104

Part B: Speech and Oral Reasoning
(Requires one course, 3 credits or more)
Goal: To develop skills necessary for reasoned communication. Courses in this goal area 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 goal area include:

CDIS 201	CMST 100	CMST 102	CMST 212	POL 234

GOAL AREA 2: CRITICAL THINKING
(Requires completion of the rest of the General Education Program or one course)
Goal: To develop critical thinking, communication, and problem solving skills. Courses in this goal area 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 goal area 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;
(c) recognize, construct, and evaluate arguments;
(d) apply appropriate critical and evaluative principles to texts, documents, or works--one's own or others'--in oral, visual, or written mediums.

Course(s) which satisfy this goal area include:

AST	115	CHEM	111	CHEM	191	CHEM	201
CMST	101W	CSP	110	ECON	103W[P]	ECON	207
ENG	201W	ENG	271W	ENG	272W	ENG	301W
GERO	200[G]	GERO	200W[G]	GWS	230[P]	HLTH	212
KSP	200[G]	MATH	290	MUS	321W	MUS	322W
PHIL	110	PHIL	112	PHIL	311	PHYS	211
PHYS	221	POL	103W	PSYC	103W		

GOAL AREA 3: NATURAL SCIENCE
(Requires two courses from different disciplines, 6 credits or more. At least one course must have a laboratory)
Goal: 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. Students should be encouraged to study both the biological and physical sciences.
Students will be able to:
(a) develop understanding of scientific theories;
(b) formulate and test hypotheses in either laboratory, simulation, or field experiences;
(c) communicate his/her experimental findings and interpretations both orally and in writing;
(d) apply the natural science perspective to society issues.
Course(s) which satisfy this goal area include: ("L" indicates a laboratory course)

ANTH	120	ANTH	210-L	ANTH	220-L	AST	101
AST	102	AST	104-L	AST	115	BIOL	100-L
BIOL	102	BIOL	103W	BIOL	105-L	BIOL	105W-L
BIOL	270-L	CHEM	100-L	CHEM	104	CHEM	106
CHEM	111-L	CHEM	131	CHEM	134	CHEM	135
CHEM	191	CHEM	201-L	EET	112-L	EET	118
FCS	140	GEOG	101	GEOL	100-L	GEOL	108
GEOL	121-L	GEOL	122-L	PHYS	100-L	PHYS	101-L
PHYS	102	PHYS	105	PHYS	107	PHYS	110-L
PHYS	211-L	PHYS	221-L				

GOAL AREA 4: MATHEMATICAL/LOGICAL REASONING

Requires one course, 3 credits or more, with a grade of at least "P" or "C", i.e. 2.0. A grade of "C-" does not satisfy this goal area.

Goal: 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. Students will be able to:

(a) illustrate historical and contemporary applications of mathematical/ logical systems;
(b) clearly express mathematical/logical ideas in writing;
(c) explain what constitutes a valid mathematical/logical argument (proof);
(d) apply higher-order problem-solving and/or modeling strategies.

Course(s) which satisfy this goal area include:

ECON	207	MATH	110	MATH	112	MATH	113	MATH	115
MATH	121	MATH	130	MATH	180	MATH	181	MATH	201
PHIL	110	PHIL	112	PHIL	311	SOC	202	STAT	154

GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES

(Requires two courses from different disciplines, 6 credits or more)

Goal: 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 and to challenge students to examine the implications of this knowledge and its inter-connection with action and living an informed life. Students will be able to:

(a) employ the methods and data that historians and social and behavioral scientists use to investigate the human condition;
(b) examine social institutions and processes across a range of historical periods and cultures;
(c) use and critique alternative explanatory systems or theories;
(d) develop and communicate alternative explanations or solutions for contemporary social issues.

Course(s) which satisfy this goal area include:

AIS	101[P]	AIS	102[P]	AIS	210[P]	AIS	210W[P]
AIS	220W[P]	AIS	230W[P]	AIS	240[P]	AIS	240W[P]
ANTH	101[P]	ANTH	102	ANTH	240[G]	ANTH	250W[P]
ANTH	260[P]	ANTH	261[P]	CORR	106[P]	CORR	255
ECON	100	ECON	103W[P]	ECON	201	ECON	202
ECON	314W	ETHN	100[P]	ETHN	101[P]	ETHN	201W[P]
ETHN	202W	ETHN	203W[P]	ETHN	204W[P]	ETHN	220W[P]
ETHN	440	FCS	100	GEOG	103[P]	GWS	110[P]
GWS	110W[P]	GWS	225[G]	GWS	225W[G]	HIST	155[P]
HIST	160[P]	HIST	170	HIST	170W	HIST	171[P]
HIST	171W	HIST	180	HIST	180W	HIST	181
HIST	181W	HIST	190[P]	HIST	190W[P]	HIST	191[P]
HIST	191W[P]	HLTH	240	KSP	235	LAWE	132
MSL	252	MRKT	100	MUSE	200W	POL	100
POL	104	POL	111	PSYC	101	PSYC	206
SOC	101[P]	SOC	101W[P]	SOC	150[P]	SOC	208[P]
SOC	209[P]	SOC	255	SOWK	180W	SOWK	255[P]
URBS	100	URBS	150				

GOAL AREA 6: HUMANITIES AND THE ARTS

(Requires two courses from different disciplines, 6 credits or more)

Goal: 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.

Students will be able to:

(a) demonstrate awareness of the scope and variety of works in the arts and humanities;
(b) understand those works as expressions of individual and human values within an historical and social context;
(c) respond critically to works in the arts and humanities;
(d) engage in the creative process or interpretive performance;
(e) articulate an informed personal reaction to works in the arts and humanities.

Course(s) which satisfy this goal area include:

ART	100	ART	160[P]	ART	231	ART	260[P]
ART	261	ART	265W	ART	275	CMST	310
CS	201W	DANC	120	DANC	120W	EET	125[P]
ENG	110	ENG	112W	ENG	113W	ENG	118[P]
ENG	125[P]	ENG	146	ENG	211W[P]	ENG	212W
ENG	213W	ENG	215	FILM	110	FILM	114
FILM	210W	FILM	214	FILM	216W	FILM	217
FILM	334W[P]	GER	150W[P]	GWS	230[P]	GWS	251[P]
GWS	251W[P]	HUM	101W	HUM	150	HUM	151
HUM	155	HUM	156[P]	HUM	250	HUM	250W
HUM	280	HUM	280W	HUM	281W[P]	HUM	282W[P]
KSP	251	MASS	260[P]	MUS	120	MUS	125[P]
MUS	126[P]	MUS	127	MUS	328[G]	PHIL	100W
PHIL	101W	PHIL	115W	PHIL	120W	PHIL	205W
PHIL	222W	PHIL	224W	PHIL	240W	PHIL	321W
PHIL	322W	PHIL	323W	PHIL	334W	PHIL	336W
PHIL	337	PHIL	358W[P]	SCAN	150W[P]	SCAN	251W[P]
THEA	100	THEA	101	THEA	115	THEA	285W[P]
URBS	110						

GOAL AREA 7: HUMAN DIVERSITY

(Requires one course, 3 credits or more)

Goal: To increase students' understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and is-sues-- economic, political, social, cultural, artistic, humanistic, and education traditions- -that surround such diversity. Students should be able to evaluate the United States' historical and contemporary responses to group differences. Students will be able to:

(a) understand the development of and the changing meanings of group identities in the United States' history and cultures;
(b) demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
(c) analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
(d) describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;
(e) demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Course(s) which satisfy this goal area include:

AIS	101[P]	AIS	102[P]	AIS	210[P]	AIS	210W[P]
AIS	220W[P]	AIS	230W[P]	AIS	240[P]	AIS	240W[P]
ANTH	280[G]	CDIS	290[P]	CMST	203[P]	EEC	222W[G]
ENG	118[P]	ENG	211W[P]	ETHN	100[P]	ETHN	101[P]
ETHN	150[G]	ETHN	200	ETHN	201W[P]	ETHN	202W

ETHN	203W^P	ETHN	204W^P	GERO	200^G	GERO	200W^G
GWS	110^P	GWS	110W^P	GWS	225^G	GWS	225W^G
GWS	251^P	GWS	251W^P	HIST	155^P	HIST	190^P
HIST	190W^P	HIST	191^P	HIST	191W^P	HLTH	211^G
HUM	281W^P	KSP	220W^G	KSP	251	KSP	260^G
MASS	260^P	MUS	125^P	MUS	126^P	PHIL	115W
REHB	110W^G	SOC	150^P	SOC	208^P	SOC	209^P
THEA	285W^P						

GOAL AREA 8: GLOBAL PERSPECTIVES
(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 goal area include:

ANTH	101^P	ANTH	230^G	ANTH	240^G	ANTH	260^P
ANTH	261^P	ART	160^P	ART	260^P	ART	261
ART	265W	CDIS	206	CDIS	207	CMST	203^P
DANC	120	DANC	120W	DANC	225^P	ECON	314W
EET	118	EET	125^P	ENG	125^P	ENG	146
ENG	212W	ENVR	101	FILM	334W^P	FREN	101
FREN	102	FREN	201	FREN	202	GEOG	100^P
GEOG	103^P	GER	101	GER	102	GER	150W^P
GER	201	GER	202	GWS	220^P	GWS	220W^P
HIST	160^P	HIST	170	HIST	170W	HIST	171^P
HIST	171W	HIST	181	HIST	181W	HUM	101W
HUM	155	HUM	156^P	HUM	282W^P	KSP	260^G
MUS	328^G	MUSE	200W	PHIL	205W	PHIL	358W
POL	106	POL	234	SCAN	101	SCAN	102
SCAN	111	SCAN	112	SCAN	150W^P	SCAN	251W^P
SOC	101^P	SOC	101W^P	SOWK	255^P	SPAN	101
SPAN	102	SPAN	201	SPAN	202	SPAN	210W
URBS	100						

GOAL AREA 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 goal area include:

BLAW	131	CHEM	131	CMST	300	CORR	106^P
CORR	255	CS	201W	ENG	213W	GWS	120^P
GWS	120W^P	GWS	220^P	GWS	220W^P	HIST	180
HIST	180W	IT	100	IT	202W	KSP	101

KSP	200^G	KSP	250	MASS	110^P	NPL	273
PHIL	120W	PHIL	222W	PHIL	224W	PHIL	226W
PHIL	240W	PHIL	321W	PHIL	322W	PHIL	323W
POL	101	POL	111	SOC	255	SOWK	180W
URBS	230	URBS	230W				

GOAL AREA 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 goal area include:

AIS	360^P	ANTH	102	ANTH	210	EEC	205	ENVR	101
GEOG	100^P	GEOG	101	GEOG	210W	GEOL	100	GEOL	108
GEOL	121	HLTH	101	PHIL	226W	RPLS	282	SOC	360^P
URBS	150								

NOTE: Goal areas 11-13 are part of the General Education curriculum at Minnesota State Mankato but not goal areas in the Minnesota Transfer Curriculum.

GOAL AREA 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 goal area include:

ANTH	280^G	CDIS	205	CMST	220	CMST	310
DANC	123	DANC	125	DANC	126	DANC	127
DANC	128	DANC	223	DANC	225^P	DANC	226
DANC	227	DANC	228	DANC	229	DANC	328
EEC	222W^G	ENG	242W	EXED	202	FILM	217
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	180	HP	181	HP	182
HP	190	HP	241	HP	242	HP	245
HP	248	HP	250	HP	252	HP	257
HP	291	KSP	220W^G	MSL	210	MUS	101

MUS	102	MUS	103	MUS	104	MUS	106
MUS	111	MUS	112	MUS	113	MUS	114
MUS	115	MUS	116	MUS	117	MUS	118
MUS	119	NURS	101W	POL	101	RPLS	278
THEA	102	THEA	103	THEA	105	THEA	107
THEA	108	THEA	109	THEA	115	URBS	230
URBS	230W						

GOAL AREA 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 meaning fully 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 satisfy this goal area include:
CIVE 100   EE 100   FYEX 100   ME 100

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

Course(s) which satisfy this goal area include:
EET 115   EET 116   ENG 271W   ENG 272W   IT 100
IT 202W

DIVERSE CULTURES GRADUATION REQUIREMENT (DCGR)

Note. Students graduating under the 2014-2015 bulletin will satisfy DCGR by taking 1 Purple and 1 Gold course or 2 Purple courses.

Goals and Outcomes. Minnesota State Mankato has adopted the following policy on the role of diversity in education:

Diversity at Minnesota State Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences.

In keeping with the spirit of this commitment, all Minnesota State Mankato undergraduate students must satisfy the DCGR for graduation. For purposes of further clarifying the DCGR, diversity is defined in comprehensive terms as the many faceted ways in which human beings differ from one another. Often overlapping, these differences can include: age, gender, national origin, sexual orientation, mental/physical ability, race/ethnicity.

GRADUATION RULES:
Diverse Cultures Graduation Requirement – Purple and Gold Courses
1. Students pursuing a baccalaureate degree must take either:
   a. at least one (1) course for a minimum of 3 credits from the list of courses designated as Purple (Content) and at least one (1) course for a minimum of 3 credits from the list of courses designated as Gold (Experiential and Reflective), OR
   b. at least two (2) courses for a minimum of 6 credits from the list of courses designated as Purple (Content).
2. One Purple course for a minimum of 3 credits satisfies the Diverse Cultures requirement for the AA or AS degree issued by Minnesota State Mankato.
3. Transfer students who have taken between 30 and 59 credits will be granted 3 credits toward the Purple course requirement.
4. Transfer students who have taken 60 or more credits or have already received an AA degree will be granted 3 Purple course credits and 3 Gold course credits, thus satisfying their entire Diverse Cultures Graduation Requirement.
5. Students must take courses from at least two different disciplines to satisfy the Diverse Cultures Graduation Requirement.
6. Students are encouraged to complete the Purple course requirement prior to completion of the Gold course requirement.

DIVERSE CULTURES - PURPLE (Content-Based)
To prepare students with course content and the analytical and reflective skills to better understand diversity in the United States and in other societies across the world.

Learning Outcomes
Students will be able to:
1. Master an understanding of diversity as defined by Minnesota State Mankato.
2. Acquire a substantive knowledge base to identify the impact of oppression for individuals from diverse populations.
3. Obtain the analytical skills necessary to make links between historical practices and contemporary U.S. societal issues of diversity.
4. Apply the same method for interpreting diversity issues in the United States to understanding issues of diversity in other societies across the world.
5. Develop an understanding of historical and contemporary social relations in specific societies across the world.

Satisfying Purple Courses
1. Purple courses are primarily aimed at helping students learn content.
2. Purple courses allow students to explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.

3. Although Purple courses may focus primarily on one diverse group of people, the course content should relate the basic concepts and issues discussed to a variety of groups.
4. Courses must meet Purple learning outcome 1 and at least two of the other Purple learning outcomes.
5. Purple courses may have experiential and reflective components, but the primary focus is on content.

DIVERSE CULTURES - PURPLE COURSES

AIS	101	AIS	102	AIS	110	AIS	111
AIS	210	AIS	210W	AIS	220W	AIS	230W
AIS	240	AIS	240W	AIS	340	AIS	360
AIS	380	ANTH	101	ANTH	250W	ANTH	260
ANTH	261	ANTH	421W	ANTH	436W	ANTH	442W
ANTH	443W	ART	160	ART	260	ART	261
ART	416	ART	467	ART	469	CDIS	290
CMST	203	CMST	403	CORR	106	CORR	444
DANC	225	ECON	103W	EET	125	ENG	118
ENG	125	ENG	211W	ENG	318	ENG	402
ENG	433	ENG	436	ENG	438	ENG	448
ETHN	100	ETHN	101	ETHN	201W	ETHN	203W
ETHN	204W	ETHN	220W	ETHN	403	ETHN	410
ETHN	460	ETHN	470	ETHN	486	FCS	120
FCS	400	FILM	334W	GEOG	100	GEOG	103
GER	150W	GWS	110	GWS	110W	GWS	120
GWS	120W	GWS	220	GWS	220W	GWS	230
GWS	251	GWS	251W	HIST	155	HIST	160
HIST	171	HIST	190	HIST	190W	HIST	191
HIST	191W	HIST	435	HIST	437	HIST	438
HIST	454	HIST	455	HIST	458	HIST	459
HIST	462	HIST	466	HIST	470	HIST	471
HIST	476	HIST	478	HUM	156	HUM	281W
HUM	282W	MASS	110	MASS	260	MUS	125
MUS	126	MUS	329	PHIL	358W	PSYC	460W
RPLS	274	SCAN	150W	SCAN	251W	SCAN	451
SOC	101	SOC	101W	SOC	150	SOC	208
SOC	209	SOC	360	SOC	404	SOC	430
SOC	446	SOC	460	SOC	461	SOC	463
SOWK	255	THEA	285W				

DIVERSE CULTURES - GOLD
(Experiential & Reflective)

To give students learning opportunities to experience diversity with reflection supervised by a faculty member; to assist them in recognizing and responding to conditions of marginalized populations. Marginalized populations refer to specific groups of peoples or individuals that are relegated to the outer edges of society or social standing, both in this country and abroad. Such people are often denied access to resources and privileges available to mainstream society.

Learning Outcomes
Students will be able to:
1. Interact with individuals from diverse populations outside the classroom and to have the opportunity to reflect on such interactions.
2. Demonstrate an acquisition of the basic knowledge and understanding of diversity related concepts so that the student's experience will have meaning and context.
3. Integrate classroom knowledge with experiential learning in analyzing and responding to conditions of marginalized populations.

Students will explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.

Satisfying Gold Courses
1. Gold courses require students have experiential encounters with diverse cultures and reflect on those experiences as part of the course requirements.
2. Gold courses must contain sufficient content regarding interactions with diverse populations to establish a context and conceptual base for the student to effectively reflect on the experiences.
3. Gold courses should present content that allows students to explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.
4. Courses must meet all three Gold learning outcomes.

DIVERSE CULTURES - GOLD COURSES

AIS	455	AIS	460	AIS	497	ANTH	230
ANTH	240	ANTH	280	DHYG	447	EEC	222W
ENG	485	ETHN	150	ETHN	401	ETHN	402W
FCS	230	GERO	200	GERO	200W	GWS	225
GWS	225W	HLTH	211	KSP	150	KSP	200
KSP	200W	KSP	260	MRKT	494	MUS	328
PSYC	230	REHB	110W	SOC	420	SPAN	396
SPED	409						

Curricular Procedures. The Diverse Cultures Graduation Requirement was made effective beginning with the 2009-2010 academic year. Courses that met the university's previous Cultural Diversity requirement will not automatically be included in the list of Purple and Gold courses that meet the new requirement.

Departments will need to submit course proposals through the Curriculum Design System (CDS) to include these courses in the new requirement all course submissions for consideration as either Purple or Gold courses will be reviewed in a manner consistent with all other curricular proposals.
An individual course may be either a Purple course or a Gold course, but not both. Any 100-400 level undergraduate course that meets the relevant goals and outcomes may be included among the Purple and Gold courses. No consideration will be given to proposals that limit participation to specific sections of a course.

Only courses in their entirety, not specific sections of courses, are eligible for designation as Purple or Gold courses.

Courses without specific content (e.g., independent study, individual studies, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered Purple or Gold courses. Exceptions may be made for specific cases if potential for achievement of the Purple or Gold course outcomes can be clearly demonstrated prior to registration for the course in question.

All Purple and Gold courses will undergo systematic assessment as established by the university's curricular committees all departments and programs with Purple or Gold courses are expected to fully participate in the DCGR assessment process.

WRITING INTENSIVE

Minnesota State Mankato has adopted the following policy on the role of writing in education

Goals and Outcomes. Writing at Minnesota State Mankato is a commitment to all undergraduate students that they are given ample opportunity to develop sound writing skills that enable them to succeed in their respective professions. Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:

(a) Engage in effective writing processes, including the ability to generate ideas, draft, revise, format, and edit their work.
(b) Use writing to grapple with course content and reflect on their learning.
(c) Produce texts appropriate for an intended audience, purpose, and context.
(d) Display strong technical skills in areas such as grammar, mechanics, and source documentation.

In addition to demonstrating these competencies, students enrolled in upper-division writing-intensive courses will be able to:

(e) Write in academic, professional, or public genres related to the discipline, displaying an understanding of the genres' communicative functions and contexts.
(f) Locate, evaluate, analyze, and use source material or data in their writing.

In keeping with the spirit of this commitment, all Minnesota State Mankato undergraduate students must satisfy the Writing Intensive graduation requirement for graduation. For purposes of further clarifying the Writing Intensive graduation requirement, 'writing intensive' is defined as 20 pages (250 words per page) of evaluated written work, spread across a course. The 20 pages of writing assigned in a Writing Intensive course might include a combination of informal, exploratory writing and formal, polished writing.

(a) Informal writing assignments allow students to grapple with course content and clarify their understanding and/or opinions of course material. This writing might include learning logs, response journals, lab notebooks, discussion boards and the like.
(b) Formal writing assignments require students to use writing as a means to communicate in more formal writing situations. Such assignments might ask students to write for real or imagined academic, professional, or public audiences and to write in genres/for communicative purposes appropriate to the discipline.

At least 10 of the 20 pages must receive written feedback from instructors. Faculty are encouraged to solicit a draft or other preliminary work, provide written feedback on this writing-- supplemented, whenever possible, with feedback from other students - and allow students time for revision and editing.

A portion of class time should be dedicated to writing instruction, and writing should play a significant role in the course grade.

Graduation Rules:

Writing Intensive graduation requirements

1. Students pursuing a baccalaureate degree must take two (2) courses for a minimum of six (6) credits from the list of courses designated as writing intensive.
2. One (1) writing intensive course for a minimum of three (3) credits satisfies the Writing Intensive requirement for the AA degree issued by Minnesota State Mankato.
3. Transfer students who have taken thirty (30) or more credits or have already received an AA degree will be granted a minimum of three (3) Writing Intensive credits.

Rules for transition from previous bulletins

Students have to satisfy the Writing Intensive requirement as defined by the bulletin under which they are graduating. However, for a transitional period from the academic years 2012 - 2015, a course taken under the pre-2012-2013 Writing Intensive requirement definition shall be considered equivalent to a Writing Intensive Course. This means:

(a) Students graduating under a pre-2012-2013 bulletin can meet the old or the new requirement.
(b) Students moving from a pre-2012-2013 bulletin to a newer bulletin can use a course that satisfied the previous Writing Intensive requirements at the time when they took it to satisfy the Writing Intensive course requirement under the newer bulletin.

Course(s) which satisfy this goal area include:

AIS	210W[P]	AIS	220W[P]	AIS	230W[P]	AIS	240W[P]
AIS	300W	ANTH	250W[P]	ANTH	421W[P]	ANTH	425W
ANTH	436W[P]	ANTH	438W	ANTH	442W[P]	ANTH	443W[P]
ART	265W	BIOL	103W	BIOL	105W	CAHN	101W
CHEM	381W	CHEM	466W	CIVE	370W	CMST	101W
CORR	447W	CS	201W	DANC	120W	DANC	484W
ECON	103W[P]	ECON	314W	ECON	482W	EE	467W
EE	477W	EEC	222W[G]	ENG	112W	ENG	113W
ENG	201W	ENG	211W[P]	ENG	212W	ENG	213W
ENG	242W	ENG	271W	ENG	272W	ENG	275W
ENG	301W	ENG	474W	ENG	477W	ENGR	311W
ENGR	312W	ENGR	411W	ENGR	412W	ETHN	201W[P]
ETHN	202W	ETHN	203W[P]	ETHN	204W[P]	ETHN	220W[P]
ETHN	300W	ETHN	402W[G]	FCS	414W	FILM	210W
FILM	216W	FILM	334W[P]	FREN	302W	GEOG	210W
GEOL	320W	GER	150W[P]	GERO	200W[G]	GWS	110W[P]
GWS	120W[P]	GWS	220W[P]	GWS	225W[G]	GWS	251W[P]
HIST	170W	HIST	171W	HIST	180W	HIST	181W
HIST	190W[P]	HIST	191W[P]	HLTH	380W	HLTH	410W
HLTH	420W	HUM	101W	HUM	250W	HUM	280W
HUM	281W[P]	HUM	282W[P]	HUM	450W	IT	202W
KSP	220W	LAWE	332W	MASS	221W	MASS	325W
MASS	330W	MASS	431W	MASS	434W	ME	436W
ME	438W	ME	466W	MUS	321W	MUS	322W
MUSE	200W	NURS	101W	PHIL	100W	PHIL	101W
PHIL	115W	PHIL	120W	PHIL	205W	PHIL	222W
PHIL	224W	PHIL	226W	PHIL	240W	PHIL	321W
PHIL	322W	PHIL	323W	PHIL	334W	PHIL	336W
PHIL	358W[P]	POL	103W	PSYC	103W	PSYC	211W
PSYC	425W	PSYC	460W[P]	REHB	110W[G]	RPLS	447W
RPLS	471W	SCAN	150W[P]	SCAN	251W[P]	SOC	101W[P]
SOWK	180W			SPAN	210W	SPAN	311W
SPED	448W	THEA	285W[P]	THEA	381W	THEA	417W
THEA	485W	THEA	487W	URBS	230W		

Curricular Procedures. The Writing Intensive (WI) graduation requirement was made effective with the 2012-2013 academic year. Courses that met the University's previous Writing Intensive requirement will automatically be included in the list of Writing Intensive courses that meet the new requirement. Departments will need to submit course proposals through the Curriculum Design System (CDS) to include any new courses in the new requirement. All course submissions for consideration as Writing Intensive will be reviewed in a manner consistent with all other curricular proposals.

An individual course may be considered Writing Intensive. Any 100-400 level undergraduate course that meets the relevant goals and outcomes may be included as a Writing Intensive course. No consideration will be given to proposals that limit participation to specific sections of a course. Only courses in their entirety, not specific sections of courses, are eligible for designation as Writing Intensive courses.

Courses without specific content (e.g., independent study, individual studies, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered Writing Intensive courses. Exceptions may be made for specific cases if potential for achievement of the Writing Intensive outcomes can be clearly demonstrated prior to registration for the course in question.

All Writing Intensive courses will undergo systematic assessment as established by the university's curricular committees. All departments and programs with Writing Intensive courses are expected to fully participate in the Writing Intensive assessment process.