# Advising Resources

Contact your assigned academic advisor or any of the following for assistance.

*Student Relations Coordinators - College Advisors*

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<tr>
<th>Area</th>
<th>Name</th>
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<tr>
<td><strong>Allied Health and Nursing</strong></td>
<td>Dee Anderson - Nursing</td>
<td>389-2506</td>
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<td>Mark Schuck - Allied Health</td>
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<tr>
<td><strong>Arts and Humanities</strong></td>
<td>Carrie Williams</td>
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<td><strong>Business</strong></td>
<td>Larry Herke</td>
<td>389-2963</td>
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<td><strong>Social and Behavioral Sciences</strong></td>
<td>Clark Johnson</td>
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*General Advising Resources*

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<td><strong>Student Support Services</strong></td>
<td>Margaret Hesser</td>
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<td><strong>First Year Experience</strong></td>
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<td><strong>Honors</strong></td>
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<td><strong>Office of Multicultural Affairs</strong></td>
<td>Maria Baxter-Nuamah</td>
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<td>Ben Benson</td>
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<td>Tuan Phan</td>
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**GENERAL EDUCATION**
At Minnesota State University, Mankato
2002-2003

**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 emphasis on:

1. Skills needed for effective understanding and communication of 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

**General Education Policies**

General Education Guidelines
1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State University, Mankato.
2. 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.
3. The Critical Thinking category (2) may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
4. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
5. For general education credit, students may take no more than two courses or eight (8) credits, whichever is greater, from the same discipline.

**Prerequisites.** Some majors require specific prerequisites that also meet general education requirements, such as elementary education, dietetics, athletic training, and many science and engineering degrees. Students are encouraged to meet with an advisor early in their academic career — not only to learn specific requirements, but to plan a general education program that will suit the student’s specific needs and interests.

**CLEP General Examinations Policy.** You can receive general education credit hours for scoring at certain levels in particular areas on the College Level Examination Program (CLEP) examinations. The CLEP General Examination credits can be found in the following categories:

**A. Humanities**
**B. Mathematics**
**C. Natural Sciences**
**D. Social Sciences/History**
**E. Modern Languages (French, German, Spanish)**

Students should contact departments for more information about testing procedures.

Note: MSU does not accept English CLEP credit hours.

**Transfer Students.** All transfer students should see an advisor upon arrival at Minnesota State University, Mankato. MSU will honor the Minnesota Transfer Curriculum offered at other institutions. Transcript evaluations are done by the Admissions Office. If there are any additional requirements the student must complete, it will help to know of them while planning any advanced work.

**General Education and the 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 University, Mankato’s general education requirement. Completion of individual competencies within the Minnesota Transfer Curriculum will not satisfy general education. However, satisfied individual competencies will be evaluated and transferred on a course-by-course basis.

Students transferring from MSU 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 Requirements**

General Education Courses which satisfy Cultural Diversity requirements are designated with either * for Core Cultural Diversity courses or † for Related Cultural Diversity courses.
**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.

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 are as follows:
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 are as follows:
CDIS 201  SPEE 100  SPEE 102
SPEE 233

**Part C: Writing Intensive (requires one course, 3 or more credits)**

**Goal:** Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline:
(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 are as follows:
BIOL 103  BIOL 105-lab  COMS 202
EEC 222*  ENG 112^  ENG 113^  ENG 211*  ENG 212^  ENG 213
ENG 242  ETHN 110*  ETHN 120*  ETHN 140*  FREN 302  HIST 158  HIST 170^  HIST 180^  HUM 250  HUM 280  HUM 281*  HUM 282^  KSP 220*  PHIL 100  PHIL 115*  PHIL 120*  PHIL 205^  PHIL 222^  PHIL 224^  PHIL 226  PHIL 334  PHIL 336  PHIL 358^  POL 103  POL 107  REHB 110*  SOWK 190^  THEA 285  URBS 230

**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;
(c) recognize, construct, and evaluate arguments;
(d) apply appropriate critical and evaluative principles to texts, documents, or works—ones own or others—in oral, visual, or written mediums.

Course(s) which satisfy this category are as follows:
AST 115  CHEM 111-lab  CHEM 133
CHEM 201-lab  CSP 110  HLTH 212  PHIL 110  PHIL 112  PHIL 311  PHYS 211-lab  PHYS 221-lab  POL 103

**Category 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 societal issues.

Course(s) which satisfy this category are as follows:

ANTH 220^ AST 101 AST 102
AST 104-lab AST 115 BIOL 100-lab
BIOL 102* BIOL 103 BIOL 105-lab
BIOL 270-lab CHEM 100-lab CHEM 105
CHEM 111-lab CHEM 131 CHEM 132
CHEM 134 CHEM 201-lab EET 112-lab
FCS 140^ GEOG 101 GEOL 100-lab
GEOL 121-lab GEOL 122-lab PHYS 100-lab^ PHYS 102 PHYS 105-lab
PHYS 107 PHYS 110-lab PHYS 211-lab PHYS 221-lab

**Category 4: Mathematical/Logical Reasoning (requires one course, 3 credits or more, with a grade of at least “P” or “C”)**

**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 category are as follows:

MATH 110 MATH 112 MATH 113
MATH 115 MATH 121 MATH 130
MATH 180 MATH 181 MATH 184
MATH 201 PHIL 110 PHIL 112
PHIL 311 SOC 202 STAT 154

**Category 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. To challenge students to examine the implications of this knowledge and its interconnection 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 category are as follows:

ANTH 101^ ANTH 240^ CORR 106
CORR 132 CORR 255 ECON 100
ECON 201 ECON 202 ECON 314^
ETHN 100* ETHN 101* ETHN 110*
ETHN 120* ETHN 130* ETHN 140*
FCS 100 GEOG 103^ HIST 151*
HIST 153 HIST 154 HIST 155*
HIST 156 HIST 157 HIST 170^
HIST 171^ HIST 180^ HIST 181
HIST 190^ HIST 191^ HLTH 310
KSP 235 LAWE 132 MRKT 100
POL 100 POL 104 POL 111
PSYC 101 PSYC 206 SOC 100*
SOC 101^ SOC 102 SOC 208*
SOC 255 SOWK 190^ SOWK 255^
URBS 100^ URBS 150 WOST 110*
WOST 240

**Category 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, 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 category are as follows:

ART 100 ART 160^ ART 231
ART 260^ ART 261^ ART 275
ENG 110 ENG 112^ ENG 113^
ENG 114 ENG 211* ENG 212^
ENG 213 ENG 214 HUM 150^
HUM 155^ HUM 250 HUM 251*
HUM 280 HUM 281* HUM 282^
KSP 251* MUS 120^ MUS 125*
MUS 126* PHIL 100 PHIL 115*
PHIL 120* PHIL 205^ PHIL 222^
PHIL 224^ PHIL 321^ PHIL 334
PHIL 336 PHIL 337 PHIL 358^
SPEE 310 THEA 100^ THEA 101
THEA 285 URBS 110 WOST 251^

**CATEGORY 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 issues—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 culture
(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 category are as follows:
CDIS 290* EEC 222* ENG 211*
ETHN 100* ETHN 101* ETHN 110*
ETHN 120* ETHN 130* ETHN 140*
ETHN 150* ETHN 200* GERO 200*
HIST 151* HIST 155* HIST 190*
HIST 191* HUM 251* HUM 281*
KSP 220* KSP 251* MUS 125*
MUS 126* PHIL 115* POL 102*
REHB 110* SOC 100* SOC 208*
THEA 285* WOST 110* WOST 251*

**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 responsibilities world citizens share for their common global future.

Course(s) which satisfy this category are as follows:
ANTH 101^ ANTH 230* ANTH 240^
ART 160^ ART 260^ ART 261^
BIOL 201^ ECON 314^ EET 125^
ENG 212^ ENVIR 101 FREN 101
FREN 102 FREN 201 FREN 202
GEOG 100^ GEOG 103^ GER 101
GER 102 GER 201 GER 202
HIST 153 HIST 170^ HIST 171
HIST 181 HUM 155^ HUM 282^
PHIL 205^ PHIL 358^ POL 106^ SCAN 101 SCAN 102 SCAN 111
SCAN 112 SOC 101^ SOWK 255^
SPAN 101 SPAN 102 SPAN 201
SPAN 202 SPEE 203* 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 are as follows:
BLAW 131^ CHEM 131 CORR 106
CORR 250 CORR 255 ENG 213
HIST 158 HIST 180^ KSP 101
KSP 250 MASS 110^ PHIL 120^
PHIL 222^ PHIL 224^ PHIL 226
PHIL 321^ POL 101 POL 107
POL 111 SOC 255 SOWK 190^
SPEE 300 URBS 230 WOST 120
WOST 220^

**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 psycho-social 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 are as follows:
BIOL 201^ CHEM 133 EEC 205
ENVR 101 GEOG 100^ GEOG 101
GEOL 100-lab GEOL 121-lab HLTH 101
PHIL 226 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 are as follows:
CDIS 205 EEC 222^ ENG 242
HLTH 210 HP 101 HP 103
HP 104 HP 105 HP 114
HP 117 HP 130^ HP 138
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 170
HP 174 HP 175 HP 176
HP 177 HP 178 HP 179
HP 182 HP 190 HP 241

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 are as follows:
FYE 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:
(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 category are as follows:
COMS 100 COMS 110 EET 115
EET 116 POL 105
Course Descriptions

ANTHROPOLOGY-ANTH

101^ (3) Introduction to Anthropology
This course surveys human biological and cultural diversity through time and space. You will learn about questions like: “how did humans evolve?” and “how do anthropologists collect and interpret information about human beings and their ancestors?”
Categories: 5, 8

220^ (4) Human Origins
An introduction to the study of human biological evolution and variation. This course focuses on evolutionary theory, mechanisms of evolutionary change. Includes significant lab/lecture component.
Category: 3

230^ (3) People: An Anthropological Perspective
Part one of this two part sequence for anthropology majors covers cultural variability and organization by examining several examples in detail. Both anthropological methodology and theory will be important parts of this course.
Category: 8

240^ (3) Language and Culture
Language provides not only communication but identification of oneself and one's group. Humans are extremely sensitive to language, dialect, jargon and slang. An understanding of language and its relationship to culture is basic to any understanding of human beings.
Categories: 5, 8

ART-ART

100 (3) Elements and Principles of Art
Basic introduction to art for art minors, education majors (art and elementary) and non-specialists.
Category: 6

160^ (3) Introduction to Visual Culture
Introduction to Western and non-Western visual arts and the variety of methods by which art is understood. These may include art appreciation, art criticism, the history of art, popular culture, and aesthetic awareness.
Categories: 6, 8

231 (3) Multi-Media Art Exploration
Multimedia art exploration is a problem solving art studio experience involving the use of a variety of traditional and non-traditional art materials.
Category: 6

260^ (3) Art History Survey I
Introduction to art history from prehistoric and ancient cultures through the Middle Ages. Includes representative examples and styles of art and architecture of Western (Europe and the Near East) and non-Western cultures (China, India, Japan, Southeast Asia, Africa, Mesoamerica, South America, North America, Australia).
Categories: 6, 8

261^ (3) Art History Survey II
Lecture-based survey of the Art and Architecture of both Western and non-Western countries from the thirteenth through twentieth centuries.
Categories: 6, 8

275 (3) Photography
Introduction to the techniques and expressive potential of B/W photography.
Category: 6

ASTRONOMY-AST

101 (3) Introduction to Astronomy
Broad survey of astronomy, including telescopes, the night sky, the earth, moon, planets, stars, stellar evolution, galaxies, and cosmology.
Category: 3

102 (3) Introduction to the Planets
The components of our solar system, including the sun, planets and their satellites, asteroids, comets and meteoroids. Also history of the discovery and exploration of the solar system.
Category: 3

104 (2) Introduction to Experimental Astronomy-lab
Experiments in astronomy; astronomical observations; measurement, interpretation, and analysis of various types of astronomical data.
Category: 3

115 (2) Life in the Universe
A discussion of the probability of the existence of extraterrestrial life, and problems involved in detecting and contacting extraterrestrial civilizations.
Categories: 2, 3

BIOLOGY-BIOL

100 (4) Our Natural World-lab
Introductory course designed for students not majoring in science. Focuses on basic biological principles with special emphasis on the human species. Includes scientific problem solving, biodiversity, human and social aspects of biology, ecology, cellular processes and organ function, human reproduction, pre-natal development, and heredity. Lecture, laboratory, and small group discussions.
Category: 3

102^ (3) Biology of Women
Students will study and discuss biological concepts of special interest to women. Information will be presented in lectures, through the text, reserve readings, students projects, etc. Students will acquire information from a variety of sources and will have the opportunity to ask questions, share thoughts, and share experiences.
Category: 3

103 (3) Introduction to Biotechnology
An introductory course designed for students not majoring in science. Focuses on basic biological principles as applied to biotechnology. Includes basic natural science principles, scientific problem solving, and human and social aspects of bio-
technology. Lecture, laboratory, and small group discussions. Categories: 1c, 3

**105 (4) General Biology I-lab**
Introduces students to the unifying principles of the cell, its structure and intracellular functions, and to the diversity of cells from prokaryotic and eukaryotic systems. Laboratory and discussion sessions stress problem solving and experimental design. Categories: 1c, 3

**201^ (3) Ecology and Human Society**
Ecological principles as related to current environmental problems. Topics of current interest include energy, human demography, food production, pollution, and social, political and economic change. Primary for general education and non-science students. Categories: 8, 10

**270 (4) Microbiology-lab**
An introduction to the general principles and methods used in the study of microorganisms. Lab included. Category: 3

**BUSINESS LAW-BLAW**

**131^ (3) Consumer Law and Ethics**
A survey of the law governing marriage, family, car ownership and insurance; civil rights (fair credit, fair housing, and equal employment opportunity); planning for illness and death; court procedures and alternative dispute resolution methods; jury service; the landlord-tenant relationship; and the rights of victims and people accused of crimes. Category: 9

**CHEMISTRY-CHEM**

**100 (4) Chemistry in Society-lab**
This lecture and laboratory course investigates the world of chemistry, the nature of matter and our interactions with chemicals on a daily basis. This course is intended for non-science majors and is not a preparation for CHEM 111 or 201. Category: 3

**105 (3) Introduction to Chemistry**
Introduction to inorganic chemistry. This is a non-laboratory class designed for the student unprepared to enroll in CHEM 111 or CHEM 201. Category: 3

**111 (5) Chemistry of Life Processes**
Introduction to organic chemistry and biological chemistry for students in nursing, dental hygiene, and home economics. Laboratory will reinforce lecture concepts. Categories: 2, 3

**131 (3) Forensic Science**
This course explores the scientific basis of crime-fighting using physical evidence. The material is presented intuitively, with very little math. Course topics include discussions of different kinds of evidence, how evidence must be preserved in order to be of value, how to select samples and analyze samples, how to interpret results of scientific tests, and case studies used as examples throughout the course. Discussions of ethical questions about the modern uses of forensic data. Categories: 3, 9

**132 (3) Chemistry of Energy**
Explores and evaluates energy sources from a chemical perspective. In addition to discussion of chemical processes associated with traditional energy sources such as fossil fuels, alternative sources such as solar energy and "next generation" batteries will be presented. Also, the environmental and societal consequences for each alternative will be explored. Category: 3

**133 (3) Challenges to Our Global Environment**
This course examines two significant environmental challenges facing modern society: stratospheric ozone depletion and global climate change, from an interdisciplinary perspective. The course will examine, with a minimum of mathematics, the scientific basis and evidence for these phenomena, and then will consider the potential implications of and solutions to these challenges. Categories: 2, 10

**134 (3) Mind Altering Substances**
This course will explore the scientific, pharmacological, neurochemical and cultural aspects of psychoactive substances. The material is presented intuitively, with no mathematics. Course topics will include discussions of the major classes of pharmaceutical and psychoactive substances, basic neurochemistry, the role of psychoactive substances in medicine, the ritual use role psychoactive substances by traditional cultures, the FDA approval process, the significance and implications of drug testing, the controversy of drug-induced behavioral modification, national, and global perspectives of substance abuse and the ethics of legalization. Category: 3

**201 (5) General Chemistry I**
Introduction to the basic principles of chemistry including atomic and molecular structure, bonding, chemical reactions, stoichiometry, thermodynamics and states of matter. Laboratory will reinforce lecture concepts. Categories: 2, 3

**COMMUNICATION DISORDERS-CDIS**

**201 (3) Observations of Human Communication**
Procedures for observing, describing, analyzing behaviors associated with human communication. Open to non-majors. Category: 1b

**205 (3) Beginning Signing**
The first in a sequence of courses which aim at the development of skills in the use of American Sign Language as a form of communication with persons who are hearing impaired or deaf. Category: 11

**290* (3) Introduction to Communication Disorders**
Classification and management of speech, language and hearing disorders. Category: 7
**Computer & Information Sciences-COMS**

**100 (4) Introduction to Computer Science**
Provides a basic foundation in computer concepts and literacy. Topics include the development of computers, hardware, software, and their social implications. Course includes a hands-on lab which introduces students to various systems and applications software including graphical user interfaces, word-processing, drawing and painting programs, electronic mail, the Internet, spreadsheets, and databases.

Category: 13

**110 (4) Foundation of Computer Science**
Provides a comprehensive introduction to the algorithmic foundations of computer science, computer hardware, computer software, computer applications, and social issues. Lab work develops familiarity with a variety of software and hardware. Intended to provide knowledge and skills applicable to all disciplines while providing specialized preparation for future study in Computer & Information Sciences.

Category: 13

**202 (4) Computers in Society**
This course seeks to confront participants with complex social and ethical issues associated with computer. Through thoughtful questions, informative readings, and the analysis of dichotomous viewpoints, course participants will gain insight into the complexity of technology-related issues discussed as well as the lack of simplistic solutions to the problems.

Category: 13

**Corrections-CORR**

**106 (3) Introduction To Criminal Justice Systems**
Examines the making of criminal law, the evolution of policing, the adjudication of persons accused of criminal law violations, and the punishment of adult offenders.

Categories: 5, 9

**132 (3) Crime and Punishment**
An interdisciplinary course which explores crime and punishment utilizing and developing critical thinking skills. Emphasis is placed on the process of developing and critiquing one's own hypotheses as they relate to crime and punishment.

Category: 5

**250 (3) Social Justice in School and Community**
Analyzing justice as it relates to education and the criminal justice system. Emphasis is on comparing Retributive Systems with the "newer" Restorative Justice. Active learning methods in the classroom, schools, and communities, including Service-Learning.

Category: 13

**Counseling & Student Personnel-CSP**

**110 (3) Decision Making for Career and Life**
Designed to assist students in their educational/vocational planning. Emphasis placed upon decision-making process, self-evaluation, and information relative to the world of work.

Category: 2

**Economics-ECON**

**100 (3) An Introduction to the US Economy**
Brief description of the operation of the US economic system illustrated by a discussion of current economic policies, issues, and problems. No credit toward a major, minor, or area with economics as a core, or if credit has been earned in ECON 201 and/or 202, or equivalent.

Category: 5

**201 (3) Principles of Macroeconomics**
Emphasis on forces influencing employment and inflation. Current problems of the economy are stressed along with tools government has to cope with them.

Category: 5

**202 (3) Principles of Microeconomics**
Examines decision making by the individual firm, the determination of prices and wages, and current problems facing business firms.

Category: 5

**314^ (3) Current Economic Issues**
Elementary economic background and analysis of housing, medical care, inflations, unemployment dilemma, pollution, poverty and affluence, balance between public and private sectors, transportation, urban problems, and other issues will be covered in this course.

Categories: 5, 8

**Electronic Engineering Technology-EET**

**112 (3) Elementary Electronics-lab**
Hands-on experiences in elementary electronics to easily and quickly develop basic knowledge of electronics related to everyday applications. A self-paced format with an open laboratory is used.

Category: 3

**115 (3) Understanding Computers**
This course is a multimedia course exploring the basics of computer hardware and its connectivity with the world through the Internet. The students will explore the issues of hardware such as the need for a hard drive, RAM and ROM, the monitor and how it is able to display both text and graphics. Students will discuss issues of software such as the operating system and the application programs.

Category: 13

**116 (3) Communication - Past, Present & Future**
This is an introductory course in the use of technology for communication. During the semester students will study the evolution of communications technology from early days to the present. This course will cover wireless, analog, and digital techniques including telephony, the Internet, and mobile formats. For each topic the student will study theory and principles involved in the different types of communications. Modern techniques in digital communications will be discussed and demonstrated through simulation. A consumer example of digital communication will be given.

Category: 13
125^ (3) Perspective on Technology
Historical, cultural, ethical, philosophical, developmental, and creative aspects of engineering and technology as a discipline are explored. Course also provides a rudimentary examination of concepts and events leading to innovations of recent times, including the use of AC voltages, microwave ovens, FAX machines, personal computers, traffic signals, and video games.
Category: 8

Elementary and Early Childhood Education-EEC
205 (3) Service Learning: Society and the Environment
The purpose of this course is to help students develop the critical thinking, problem solving, and decision making skills necessary to make informed decisions on environmental issues. Students will be engaged in readings in preparation for class lecture/discussion, field trips and research on environmental issues. The course will have two action-oriented requirements, developing a proposal for environmental action in the southern Minnesota area and the other carrying out an environmental action activity requiring six to eight hours of community service.
Category: 10

222* (3) Human Relations in a Multicultural Society
Study of interpersonal skills, motivation, and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.
Categories: 1c, 7, 11

English-Eng
101 (4) Composition
Students will practice strategies for generating and developing ideas, locating and analyzing information, analyzing audience, drafting, writing sentences and paragraphs, evaluating drafts, revising, and editing in essays of varying lengths.
Category: 1a

110 (4) Introduction to Literature
Study and analysis of elements of prose, poetry and drama in English from earlier periods through contemporary. Emphasizes critical readings of literature. May include such genres as short story, novel, memoir, nonfiction, biography, autobiography, poem, play, screenplay.
Category: 6

112^ (4) Introduction to Poetry and Drama
Study and analysis of elements of poetic and dramatic literature in English, including translations, from earlier periods through contemporary. Emphasizes critical reading of and writing about literature.
Categories: 1c, 6

113^ (4) Introduction to Prose Literature
Study and analysis of prose literature in English from earlier periods through contemporary. Works will be chosen from the following forms: short stories, essays, novellas, novels, memoirs, autobiographies, and other long forms. Emphasizes critical reading of and writing about literature.
Categories: 1c, 6

114 (4) Introduction to Film
Study and analysis of the elements basic to a critical understanding of film: story elements; visual design; cinematography and color; editing and special effects; functions of sound and music; styles of acting and direction; and functions of genre and social beliefs.
Category: 6

211* (4) Perspectives in Literature, Film, and Human Diversity
Courses will explore various specialized topics in literature and/or film to increase understanding of literary and cinematic contributions made by under-represented people, to develop critical thinking, reading, and writing skills, and to increase appreciation of the diversity of human experience. Typical courses include: Multicultural Literature, Women's Literature. May be repeated as topics change.
Categories: 1c, 6, 7

212^ (4) Perspectives: World Literature/Film
Courses will introduce students to works of literature and/or film from a variety of world cultures. Designed to increase knowledge of world cultures and appreciation and understanding of cultural differences in representation, and in seeing, believing, and being. Emphasizes critical thinking, reading, and writing. Typical courses include: War and Peace; Utopias and Dystopias. May be repeated as topics change.
Categories: 1c, 6, 8

213 (4) Perspectives: Ethics and Civic Responsibility in Literature/Film
Courses will focus on some characteristic ways in which literature and/or film address and explore the ethical dimensions of citizenship and the relationships between works and their cultural contexts. Emphasizes critical thinking, reading, and writing. Typical courses include: War and Peace; Utopias and Dystopias. May be repeated as topics change.
Categories: 1c, 6, 9

214 (1-4) Perspectives in Literature and Film
Courses will explore various specialized topics in literature and/or film. May be repeated as topics change.
Category: 6

242 (3) Introduction to Creative Writing
An introduction to writing poetry and short fiction. This course does not assume previous creative writing experience on the part of the student.
Categories: 1c, 11

Environmental Sciences-Envr
101 (4) Perspectives in Environmental Science
This course is designed to introduce students to the complex field of environmental science. Reading assignments, lectures, discussions and other class assignments will introduce students to the structure and functions of ecosystems, the concept of sustainability, issues in environmental protection with an emphasis on global commons, the interrelationships between environment, culture, government and economics and what individuals or groups can do to influence environmental policy/rules.
Categories: 8, 10
ETHNIC STUDIES-ETHN

100* (3) American Racial Minorities
A study of American racial/ethnic minorities, especially the histories of Native Americans, African Americans, Hispanic Americans, and Asian Americans. Their roles and contributions to American society will be emphasized.
Categories: 5, 7

101* (3) Introduction to Multicultural and Ethnic Studies
This course will introduce students to the study of ethnic issues and inter-ethnic relations in the United States from the perspectives of persons of color identified within the four broad American racial minority groups: Native American, African American, Latino/Hispanic, and Asian American. This course integrates the curricular priorities of the field of Ethnic Studies.
Categories: 5, 7

110* (3) Introduction to African American Studies
This course examines the history and culture of African Americans from 1619 to the present. It is specifically concerned with the discrimination which African Americans faced from 1619 to the present.
Categories: 1c, 5, 7

120* (3) Introduction to American Indian Studies
This course is an examination of the historical and contemporary issues and forces affecting American Indian peoples.
Categories: 1c, 5, 7

130* (3) Introduction to Asian American Studies
Introduction to the history and cultures of the major Asian American ethnic groups with a comparative approach to their similarities and differences.
Categories: 5, 7

140* (3) Introduction to Latino/Hispanic Studies
A survey of the history and present status of Hispanics/Latinos in the United States from 1848. Emphasis will be on culture, history, and socio-political patterns.
Categories: 1c, 5, 7

150* (3) Multicultural/Ethnic Experience
Students will participate in fields trips, activities, and guest discussions that will enable them to interact with people ethnically (race, religion, life-style, etc.) different from the students, to understand their perspectives and to appreciate their unique experiences and/or contributions to the U. S. pluralistic society. Students are expected to learn actively in and outside the classroom by experiencing events or people from diverse cultural groups.
Category: 7

300 (3) Immigration and Ethnicity
This course primarily examines the history, identity, conflict and ethnic relations related to immigration as explored from an Ethnic Studies perspective as well as from American and global perspectives.
Category:

FAMILY CONSUMER SCIENCE-FCS

100 (3) Personal and Family Living
Emphasizes individual growth and interpersonal relationships within our diverse society. Focuses on issues such as inter-personal communication, conflict resolution, mate selection, marriage and family issues, family strengths, stress and crises, parenting decision-making and parent child relationships, resource management, and personal and family financial issues.
Category: 5

140^ (3) Introduction to Nutrition
Relationship of nutrition to people from a sociological, psychological, and cultural perspective.
Category: 3

FIRST YEAR EXPERIENCE-FYEX

100 (1) First Year Seminar
This course is designed to introduce first year students to the academic expectations of university learning. It helps students focus on the development of skills in critical thinking, listening, writing, speaking and working with others. The seminar is taught in a discussion format.
Category: 12

FRENCH-FREN

101 (5) Elementary French I
An introduction, within a cultural context, to the basic skills of listening, speaking, reading and writing.
Category: 8

102 (5) Elementary French II
An introduction, within a cultural context, to the basic skills of listening, speaking, reading and writing.
Pre: FREN 101 or equivalent
Category: 8

201 (4) Intermediate French I
Grammar review, oral practice, written composition and development of reading and listening skills within a cultural context.
Pre: FREN 101 or equivalent
Category: 8

202 (4) Intermediate French II
Grammar review, oral practice, written composition and development of reading and listening skills within a cultural context.
Pre: FREN 201 or equivalent
Category: 8

302 (2-4) French Composition
Review of grammar and vocabulary. Practice in description, narrative, and expository prose.
Pre: FREN 201, 202, or equivalent
Category: 1c
**GEOGRAPHY-GEOG**

100^ (3) Elements of Geography
An introduction to Geography and its themes of study. The course will familiarize students with where places are located in the world together with the cultural and physical features that pertain. Students will be asked to think critically and diversely about various cultures and features of the modern world.

Categories: 8, 10

101 (3) Introductory Physical Geography
Survey of the processes and features of the earth's physical environment-earth-sun relationships, weather, climate, natural vegetation, soil, and landforms. Examines their interrelations and spatial distribution and includes using North America and world-wide examples. Some coverage of human-environmental relations.

Categories: 3, 10

103^ (3) Introductory Cultural Geography
Cultural aspects of interactions between people and their environment focusing on spatial patterns of population, agriculture, politics, language, religion, industrialization, and urbanization. Emphasis is placed on the processes that create the cultural landscape and on successful management of land and natural resources.

Categories: 5, 8

**GEOLOGY-GEOL**

100 (3) Our Geologic Environment-lab
Earthquakes, volcanic eruptions, and flooding are three examples of naturally recurring events on the Earth that ultimately influence all of our lives. This course introduces the physical features and processes of the Earth that control these events. The course has a laboratory component and is designed for students not majoring in the natural sciences.

Categories: 3, 10

121 (4) Physical Geology-lab
Physical geology is the study of how the earth works. From mountain buildings to soil erosion, this course provides an introduction to all the main areas of geologic study. Lecture, discussions and laboratory exercises are designed for students seeking a major or minor in one of the natural sciences.

Categories: 3, 10

122 (4) Earth History-lab
An examination of the development and evolution of life on earth. In addition to reviewing the range of life forms and global climates existing on earth during various times in its geologic past, we will also look at how global industrialization could lead to the earth's next period of mass extinction. Weekly laboratory assignments help illustrate principles discussed in lectures.

Category: 3

**GERMAN-GER**

101 (4) Elementary German I
Introduction to German for students with little or no language experience.

Category: 8

102 (4) Elementary German II
Pre: GER 101 or equivalent

Category: 8

201 (4) Intermediate German I
Pre: GER 102 or equivalent

Category: 8

202 (4) Intermediate German II
Pre: GER 201 or equivalent

Category: 8

**GERONTOLOGY-GERO**

200 (3) Aging: Interdisciplinary Perspectives
Introduction to human aging. Overview of social, psychological, and physical changes and social policy considerations.

Category: 7

**HEALTH SCIENCE-HLTH**

101 (3) Health and the Environment
This course is designed to introduce the wellness concept, encouraging development of physical, mental, social and environmental health of the individual. The course ultimately fosters decision-making through a variety of instructional strategies.

Category: 10

210 (3) First Aid and CPR
Provides the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness. Includes First Aid certification for the non-professional and all aspects of CPR for the non-professional and professional.

Category: 11

212 (3) Consumer Health Issues
This course is designed to examine health products, services, and information from the consumer's perspective. Emphasis will be placed on those factors that influence and ultimately determine which products, services, and information sources that you will either accept or reject.

Category: 2

310 (3) Drug Education
Drug Education is designed to present basic information on drugs and drug abuse, with the primary emphasis on the prevention of drug-related problems both personally and in society. The social and cultural factors influencing the use and abuse of drugs will be covered. There will also be a review of drug education programs. This course will meet the requirements for drug education needed for teacher licensure in Minnesota.

Category: 5

**HISTORY-HIST**

151* (3) African-American History
A survey of African-American history from African origins to the present

Categories: 5, 7.
153 (3) War and Peace in the 20th Century
An examination of the cause and consequences of war in the twentieth century with focus on World War I, World War II, and the Cold War.
Categories: 5, 8

154 (3) Minnesota: People and the Land
Survey of Minnesota history with emphasis on the interrelationships of the physical environment and various peoples.
Category: 5

155* (3) History of the Family in America
This course is designed to provide an overview and analysis of the historical experiences of the family in the United States from earliest settlement to the present in order to aid students in understanding the contemporary situation of the family in American society.
Categories: 5, 7

156 (3) American Automotive History
Introduction to United States automotive development from the late 19th century to the present.
Category: 5

157 (3) American Aviation History
Introduction to United States aviation development from the Wright brothers to the present.
Category: 5

158 (3) Freedom and Authority
This course explores notions of freedom and authority across cultures and through time. By using political writing, literary works and film, the course examines issues including the nature and limits of legitimate authority, the nature and sources of freedom, limits to freedom, and the role of personal choice and conscience.
Categories: 5, 7

170^ (4) Ancient World Civilization to 1500
A history of the physical, political, cultural, social, and economic foundations of world civilizations to 1500.
Categories: 1c, 5, 8

171^ (4) World Civilization, 1500-Present
Review of World History 1500-present; topics include the rise of the West and its impact on Asia, Middle East, Africa, and the Americas, World Wars, end of European colonialism, and national resurgence in Asia, Middle East, and Latin America.
Categories: 5, 8

180^ (4) European History to 1648
A survey of European civilization from Egypt to the end of the Thirty Years War.
Categories: 1c, 5, 9

181 (4) European History: 1648 to the Present
A survey of European history from the end of the Thirty Years War to the present.
Categories: 5, 8

190* (4) United States to 1877
This course is designed to provide an overview of America's political, social, economic, and cultural development from earliest colonization to 1877.
Categories: 5, 7

191* (4) United States since 1877
A survey of American History from the end of Reconstruction to the present with a special emphasis on political and social developments.
Categories: 5, 7

HUMANITIES-HUM
150^ (4) The Western Humanities
An introduction to the interdisciplinary study of the Western Humanities, from ancient times to the present. Artistic, philosophical ad religious forms of cultural expression are considered with their social and historical contexts.
Category: 6

155^ (4) Global Humanities
An introduction to the humanities as expressed through the cultures and traditions of Asia, Africa, tribal societies, and others.
Categories: 6, 8

250 (4) Perspectives in Humanities
Topics explore the critical analysis or texts and images; consider the forms and contents of such texts from a variety of cultural and historical sources; and analyze issues that engage basic questions of human existence for individuals and societies. May be repeated when topic changes.
Categories: 1c, 6

251* (3) Coming of Age: Gender and Culture
Students will become aware of diverse experiences of coming of age and will reflect on their own experiences. Diversity of experiences presented will include: race/ethnicity, gender, sexual orientation, religion, socio-economic class, ability/disability and nationality.
Categories: 6, 7

280 (4) Humanities Traditions
Traditions explore historical or cultural periods, beliefs, motifs or movements as expressed through artistic, literary and other forms. May be repeated when the topic changes.
Categories: 1c, 6, 7

281* (4) Human Diversity and Humanities Traditions
Covers the same kind of topics as HUM 280 but meets the criteria for a "core" course for the Cultural Diversity requirement. May be repeated when the topic changes.
Categories: 1c, 6, 7

282^ (4) Global Perspectives and Humanities Traditions
Explore historical or cultural periods, beliefs, or movements of one or more groups outside Europe and America and the expressions of these traditions through the visual, literary and performing arts and other forms. May be repeated when topic changes.
Categories: 1c, 6, 7

HUMAN PERFORMANCE-HP
All Human Performance courses satisfy Category 11.

101 (1) Developmental/Adapted Exercise

103 (1) Fitness for Living
104 (1) Adult Fitness
105 (1) Beginner and Advanced Beginner Swimming
114 (1) Billiards and Bowling
117 (1) Aerobic Conditioning
130* (1) Self-Defense for Women
138 (1) Beginning Horsemanship
139 (1) Winter Survival
143 (1) Aqua Exercise
145 (1) Aquatic Conditioning and Water Polo
146 (1) Intercollegiate Bowling
147 (1) Intercollegiate Cross Country
148 (1) Intercollegiate Softball
149 (1) Intercollegiate Volleyball
150 (1) Intercollegiate Wrestling
152 (1) Intercollegiate Track and Field
153 (1) Intercollegiate Swimming
154 (1) Intercollegiate Football
155 (1) Intercollegiate Basketball
156 (1) Intercollegiate Baseball
157 (1) Intercollegiate Golf
158 (1) Intercollegiate Tennis
159 (1) Intercollegiate Hockey
161 (1) Intercollegiate Soccer
166 (1) Team Game Skills
174 (1) Individual-Dual Activities
175 (1) Fitness Activities
176 (1) Lifetime Activities I: Tennis
177 (1) Lifetime Activities II: Golf
178 (1) Social, Folk and Square Dance Techniques
179 (1) Winter Activities
182 (1) Aquatic Skills
190 (1) Sport Activities: Scuba
241 (1) Sailing
242 (1) Canoeing
245 (1) Intermediate Swimming
248 (1) Stroke Analysis
250 (1) Lifeguard Training
252 (1) Officiating Theory
257 (2) Water Safety Instructor (WSI)
291 (2) Concepts of Fitness

LAW ENFORCEMENT - LAWE
132 (3) Crime and Punishment
An interdisciplinary course which explores crime and punishment utilizing and developing critical thinking skills. Emphasis is placed on the process of developing and critiquing one's own hypotheses as they relate to crime and punishment.
Category: 5

234 (3) Policing In a Diverse Society
Historically, minority members have often faced disparate treatment in the criminal justice system. Because of Physical, cultural and economic distinctions, this course is designed to provide students of law enforcement with the basic tools and skills needed to improve interpersonal communications with citizens, victims, suspects, and co-workers.
Category:

MARKETING - MRKT
100 (3) Global Business Concepts
focuses on the basic business functions of Accounting, Finance, Management, and Marketing
Category: 5

MASS COMMUNICATIONS - MASS
110^ (3) Introduction to Mass Communications
Nature, functions and responsibilities of the media in contemporary society.
Category: 9

MATHEMATICS - MATH
110^ (3) Perspectives in Mathematics
A survey of mathematics and its relationship to society, showing its development and evolution to meet the needs of mankind.
Pre: Two years high school algebra and/or geometry
Category: 4

112 (4) College Algebra
Concepts of algebra (real numbers, exponents, polynomials, rational expressions), equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, conic sections, sequences and series, probability, and binomial theorem.
Pre: Two years high school algebra or equivalent
Category: 4

113 (3) Trigonometry
Basic concepts of trigonometry as preparation for college level mathematics and science course work. Topics include concepts of algebra (real numbers, functions, graphs of functions), trigonometric functions, analytic trigonometry, applications of trigonometry, and analytic geometry.
Pre: Two year high school algebra or equivalent
Category: 4

115 (4) Precalculus Mathematics
This course will cover topics of precalculus mathematics. Topics covered will include functions, graphs of functions, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices, trigonometric functions, circular functions, vectors and complex numbers, induction, series, and probability.
Pre: Four years high school mathematics or equivalent
Category: 4

121 (4) Calculus I
Limits, continuity, the derivative and applications, and the integral and applications.
Pre: MATH 112, 113, or 115 with C or better or consent
Category: 4

130 (3) Finite Mathematics and Its Applications
This course is an introduction to the mathematical concepts needed in business, the social sciences, and the life sciences including problem solving and linear models, linear algebra, linear programming, consumer mathematics, probability and statistics, and decision making.
Pre: Three years of high school mathematics
Category: 4
180 (4) Mathematics for Computer Science
This course is an introduction to the mathematical concepts needed in computer science, including sets, logic, representations of numbers, counting techniques, discrete functions, matrices, trees and graphs, and algorithm analysis.
Pre: MATH 112 or equivalent
Category: 4

181 (3) Intuitive Calculus
This course presents the concepts of the differential and integral calculus from an intuitive (non-theoretical) point of view. The course emphasis is on the applications of the calculus to the fields of business and economics.
Pre: MATH 112
Category: 4

184 (3) Mathematical Reasoning
Designed to increase a student's ability to reason quantitatively through verbal, graphical, and symbolic forms. The acquisition of both mathematical skills and higher-order thinking are learning outcomes. Students will learn how technology can be used to solve mathematical problems. An integral part of this course is student interpretation and evaluation of real-data models and contemporary applications. Student will learn modeling strategies and relevant historical perspectives of mathematics.
Pre: Three years of high school mathematics
Category: 4

201 (3) Elements of Mathematics I
Nature of mathematics from a problem solving approach using sets, relations, number systems through integers, rational numbers and statistics.
Category: 4

MUSIC-MUS
The performance classes in music are designed to give the student a variety of experiences in the art of music by actual involvement in the music making process. Courses are offered in all areas of music and range from highly selective entrance requirements to those available to all without audition.
101 (1) Concert Choir
102 (1) Women's Chorale
103 (1) Choral Ensemble: Chamber Singers
104 (1) Opera Chorus
105 (1) Maverick Men's Chorus
111 (1) Wind Ensemble
112 (1) Symphonic Band
113 (1) Pep Band I
114 (1) Drum Corp
115 (1) Jazz Band
116 (1) University Orchestra
117 (1) Theatre Orchestra
119 (1) Instrument Ensembles
- the above Music courses all satisfy Category 11

120^ (3) Introduction to Music
A general course in music appreciation. This course includes a study of styles at different periods, musical forms, and information about composers with emphasis on the elements of music and how these elements have evolved through history.
Category: 6

125* (3) Pop Music USA: Jazz to Country to Blues
Popular music is a multi-billion dollar industry today. What is it, and where did it come from? Learn about the origins of jazz in the music of African-Americans, its growth from Dixieland through the Big Band era (with the contributions of performers like Louis Armstrong and Duke Ellington) to its influences on musical styles in the present day.
Category: 6, 7

126* (3) Pop Music USA: R&B to MTV
Rock music has fans in every country and in every culture. It really is a "universal" language, but it didn't start that way. It began as black Rhythm and Blues in the 40's, and through to the present, minority groups have had a major influence on the music.
Category: 6, 7

PHILOSOPHY-PHIL
100 (3) Introduction to Philosophy
Introduction to the nature of philosophy and specific, basic problems.
Categories: 1c, 6

110 (3) Logic and Critical Thinking
Traditional syllogistic logic and an introduction to the elements of modern symbolic logic.
Categories: 2, 4

112 (3) Logic of Scientific Method
Inductive logic formation of hypotheses, scientific explanation, definition, classification, probability, analogy.
Categories: 2, 4

115* (3) Philosophy of Race, Class and Gender
To what extent do the differences among races and between genders represent biological differences, and to what extent are they constructed by society? Is racism best conceptualized as an additional burden to sexism or as one different in kind?
Categories: 1c, 6, 7

120* (3) Introduction to Ethics
Discussion of theories of value and obligation.
Categories: 1c, 6, 9

205^ (3) Culture, Identity and Diversity
Understanding the ways that a culture both creates human community and shapes self-identity. Exploration of similarities
and differences between and interdependence among cultural traditions, and of vocabularies for assessing such differences. Categories 1c, 6, 8

222^ (3) Medical Ethics
Ethical perspectives relevant to issues such as euthanasia, genetic engineering, organ transplant, patients’ rights, abortion, etc. Categories: 1c, 6, 9

224^ (3) Business Ethics
Introduction to ethical theories and concepts and their application to specific cases in the world of business. Categories: 1c, 6, 9

226 (3) Environmental Ethics
Questions about human responsibilities to other animals and the environment gain urgency as environmental crises become more prevalent, and animal species continue to be eliminated. Learn about, critique and apply the principles underlying evaluations of human environmental conduct. Categories: 1c, 9, 10

311 (3) Symbolic Logic
Study of the elements of first order symbolic logic, i.e., the propositional calculus and the predicate calculus, and its applications to ordinary language and mathematics. Categories: 2, 4

321 (3) Social and Political Philosophy
Human rights and responsibilities in relation to the organization of society and government. Categories: 6, 9

334 (3) History of Philosophy: Ancient
Philosophers of ancient Greece and Rome. Categories: 1c, 6

336 (3) History of Philosophy: Modern
Renaissance through the 18th century. Categories: 1c, 6

337 (3) 19th Century Philosophy
Philosophers and philosophies of the 19th century. Category: 6

358^ (3) Eastern Philosophy
Survey of principle philosophical doctrines of ancient Chinese philosophers and a survey of Indian philosophical speculation. Categories: 1c, 6, 8

PHYSICS-PHYS
100^ (3) Cultural Physics-lab
Self-paced format, open laboratory component. Includes the history, philosophy and growth of science from myth to the present. Included are readings on Galileo, Newton, the Industrial Revolution, and the modern scientific Revolution. The relationship of science to art, archaeology, politics, weapons, medicine, technology, research and development, and the university are discussed. Category: 3

101 (3) Introductory Physics-lab
A one semester course covering the basic principles of physics at a conceptual level and with a minimal amount of math. Topics generally included mechanics, simple machines, atomic structure, heat, light, and sound. Lecture and laboratory components. Category: 3

102 (3) Physics in the World Around Us
A one semester course which covers the basic principles of physics on a conceptual level. The course provides an understanding of natural processes and their applications to how things work and to technology, including the greenhouse effect and nuclear power. Category: 3

105 (2) Time, Atomic Clocks and Relativity-lab
Self-paced format. Includes readings on time; telling time from sundials to atomic clocks; Albert Einstein (a biography of the primary developer of the Theory of Relativity); and the Theory of Relativity. All the readings are written to be understood by non-scientists. Category: 3

107 (3) Physics of Flight
History of aviation, subsonic aerodynamics, life and drag, aircraft performance, power plants and propulsion, stability and control, and supersonic aerodynamics. Intended for students interested in aviation. Category: 3

110 (3) Physics and Our Audio Environment-lab
A study of the scientific principles of hi-fi sound systems. An understanding of the specifications of hi-fi components will be emphasized. Topics included sound, electricity, magnetism, amplifiers, tuners, tape decks, CD players, Hi-Fi VCR’s, and Surround Sound. Lecture and laboratory. Category: 3

211 (4) Principles of Physics I-lab
General background in physical concepts for those who do not plan advanced study in physics or engineering. Topics include mechanics, fluids, heat and thermodynamics, waves, and sound. Lecture and laboratory. Categories: 2, 3

221 (5) General Physics I-lab
Designed for science and engineering students. Covers elementary mechanics including dynamics of particles, work and energy, rotational motion, and particles, work and energy. Categories: 2, 3

POLITICAL SCIENCE-POL
100 (3) Introduction to Politics
Study of the nature of politics and government and their influence on society and human behavior. Category: 5

101 (3) Introduction to Public Life
Combine study with action to remake yourself into a democratic citizen. Consider your beliefs, debate issues and learn political skills. Integrate these in practical public work on a real issue or project in a student group or community organization. Categories: 9, 11
102* (3) Politics of Diversity in Film
Use films and readings to understand the political implications of inequality and group identity in the US. Films help students participate vicariously in the experience of oppressed groups, reflect on their own attitudes and behavior regarding diversity, racism and bigotry.
Category: 7

103 (3) Thinking About Politics
This course is designed to help you to read, think, and write critically about important concepts and issues in the study and practice of politics. It is intended to acquaint you with some of the great debates in political thought, increase your understanding of how political systems work, and help you to develop your research and writing skills.
Categories: 1c, 2

104 (3) Understanding the US Constitution
Rejoin the political debates of 1787 to understand the US Constitution. Compare the founding document with amendments, later usage, and Supreme Court interpretations. Examine controversies over the meaning of the Constitution using the methods of political philosophers, historians, and legal scholars.
Category: 5

105 (3) Politics in Cyberspace
This course deals with the impact of information technology on politics, and develops the skills necessary to be an effective cyber citizen. It also examines political issues surrounding electronic information technology.
Category: 13

106* (3) Politics in the World Community
This introductory course examines key concepts and issues in contemporary world politics. It is a survey course covering topics including political culture, the political impact of economic globalization, the changing role of the state, nationality, and ethnic identity, and issues of oppression and empowerment.
Category: 8

107 (3) Freedom and Authority
See HISTORY 158 for Course Description.
Categories: 1c, 9

111 (3) United States Government
Categories: 5, 9

Psychology-PSYC

101 (4) Psychology
This course is designed to provide a thorough introduction to the broad spectrum of theories and applications that make up the field of psychology.
Category: 5

206 (4) The Human Mind
An overview of psychology from the cognitive perspective. What we know about the mental process that underlie human activities and how we study them.
Category: 5

Recreation, Parks, and Leisure Services-RPLS

278 (3) Leisure and Lifestyle
This course is designed to acquaint the student with leisure as related to one’s lifestyle and wellness. The importance of leisure in life will be emphasized to impact their personal lives, as well as the applicability to the lives of others. Student will experience, evaluate, and discuss participation in a variety of leisure oriented opportunities, including those of different cultures, ethnicity, or race. Further, each student will be required to participate as a member of a group in representing a new activity to classmates.
Category: 11

282 (3) Wildlife as a Recreation Resource
RPLS 282 is a broad course concerned with game and non-game wildlife species. Ecosystems, national and international law including treaties will be discussed as they influence habitat, that will be stressed throughout the course as necessary for maintaining species diversity. Funding of wildlife programs and the changing attitudes of the public are concerns throughout the course. Students will be responsible for changing environmental conditions upon wildlife protection and consumption.
Category: 10

Rehabilitation Counseling-REHB

110* (3) Sensitivity to Disability
Promotes an understanding of the impact of physical and mental disabilities on people in their daily lives through in-class contacts and exercises with and about persons with disabilities.
Categories: 1c, 7

Scandinavian Studies-SCAN

101 (4) Elementary Norwegian I
An introduction to the basic skills of listening, speaking, reading, and writing coupled with culture.
Category: 8

102 (4) Elementary Norwegian II
An introduction to the basic skills of listening, speaking, reading, and writing coupled with culture. Pre: SCAN 101
Category: 8

111 (4) Elementary Swedish I
An introduction to the basic skills of listening, speaking, reading, and writing, coupled with cultural notes.
Category: 8

112 (4) Elementary Swedish II
An introduction to the basic skills of listening, speaking, reading, and writing, coupled with cultural notes. Pre: SCAN 111
Category: 8
SECONDARY 5-12 & K-12 PROFESSIONAL EDUCATION-

KSP

101 (3) Exploring and Applying Values
This course focuses on students' personal history, ethical views and values. Students will be asked to state and apply those views and values to current political and social issues. A service-learning experience is required for this class.
Category: 9

220* (3) Human Relations in a Multicultural Society
Categories: 1c, 7, 11

235 (3) Human Development
Designed for non-teacher education students, this is a general education course considering human development from a lifespan perspective. It is not appropriate for professional education credit.
Category: 5

250 (1) Social Justice in School and Community
Analyzing justice as it relates to education and the criminal justice system. Emphasis is on comparing Retributive Systems with the "newer" Restorative Justice. Active learning methods in the classroom, schools, and communities, including Service-Learning.
Category: 9

251* (3) Coming of Age: Gender and Culture
Students will become aware of diverse experiences of coming of age and will reflect on their own experiences. Diversity of experiences presented will include: race/ethnicity, gender, sexual orientation, religion, socio-economic class, ability/disability and nationality.
Categories: 6,7

SOCIAL WORK-SOWK

190^ (3) Social Welfare Services
Welfare as a social institution. Formal and informal efforts to meet common social needs.
Categories: 1c, 5, 9

214 (3) Community Social Service Projects
An experiential introduction to the problem solving process in social work, task groups and group development. Students work in small groups to design, research, implement, and evaluate a community social service project.
Category: 11

255^ (3) Global Responses to Human Need
This course exposes students to some of the major realities of life among the poor and socially deprived in all parts of the world, primarily developing countries. Students will confront conditions that impede development and keep people locked into poverty and despair, and will discuss how a person who sees her/himself as a global citizen can act in tangible ways to make that “citizenship” more meaningful.
Categories: 5, 8

SOCIOLOGY-SOC

100* (3) Social Problems
Description and analysis of selected social problems with an emphasis on the sociological perspective and critical thinking.
Categories: 5, 7

101^ (3) Introduction to Sociology
Overview of the nature and characteristics of human societies; the structure and processes of social life; impact of social forces on individuals and groups; interdependence of society and the individual; emphasis on cultural diversity and globalism
Categories: 5, 8.

102 (3) Introduction to Social Thought
An exploration of the ideas and theories of major social thinkers of the twentieth century.
Category: 5

202 (3) Introductory Social Statistics
Basic descriptive and inferential statistics used in the analysis of sociological data.
Category: 4

208* (3) Courtship, Marriage & Family
Review of the social processes and the social structures of courtship, marriage, and family; focuses on the relationships between society, cultures, family systems, families and individual; examination of various related issues.
Categories: 5, 7

255 (3) Juvenile Delinquency
A critical consideration of definitions of juvenile delinquency, emphasis on micro and macro level of struggle in which delinquent behavior takes place, critique of current theories on delinquency, and the juvenile justice response to delinquency.
Categories: 5, 9

SPANISH-SPAN

101 (4) Elementary Spanish I
An introduction to the basic language skills of listening, speaking, reading and writing; presentation of condensed cultural notes.
Category: 8

102 (4) Elementary Spanish II
An introduction to the basic language skills of listening, speaking, reading and writing; presentation of condensed cultural notes.
Category: 8

201 (4) Intermediate Spanish I
A review of the fundamentals of grammar, practice in written and oral expression, development of listening and reading skills, brief cultural components.
Pre: One year university level Spanish or equivalent
Category: 8

202 (4) Intermediate Spanish II
A review of the fundamentals of grammar, practice in written and oral expression, development of listening and reading skills, brief cultural components.
Pre: One year university level Spanish or equivalent
Category: 8
SPEECH COMMUNICATION-SPEE

100 (3) Fundamentals of Speech Communication
A course designed to improve students' understanding in communication, including the areas of interpersonal, nonverbal, listening, small group and public speaking.
Category: 1b

102 (3) Public Speaking
A course in communication principles to develop skills in the analysis and presentation of speeches.
Category: 1b

203* (3) Intercultural Communication
The course explores communication with people from other cultures, why misunderstandings occur and how to build clearer and more productive cross-cultural relationships.
Categories: 7, 8

220 (1-3) Forensics
Activity course involving participation in intercollegiate speech tournaments. Course can be repeated for credit.
Category: 11

233 (3) Public Speaking for Technical Professionals
This course is designed to introduce and develop the skills and knowledge necessary to create and present effective public communication of technical content for a technical or general audience.
Category: 1b

300 (3) Ethics and Free Speech
This course is divided into two sections. First the class explores ethical parameters involved in communication from a variety of social and cultural perspectives. Second, the class investigates current standards and issues involving freedom of speech.
Category: 9

310 (3) Performance of Literature
This course is designed to develop the skills to complete the artistic process of studying literature through performance and sharing that study with an audience.
Categories: 6, 11

STATISTICS-STAT

154 (3) Elementary Statistics
Basic descriptive measures of data, elementary probability concepts and their relation to statistical inference, tests of hypotheses and confidence intervals. An appropriate preparation for more advanced statistics courses in any area.
Category: 4

THEATRE AND DANCE-THEA

100^ (3) Introduction to Theatre
Survey of theatre arts; lectures, with lab experience available.
Category: 6

101 (3) Acting for Everyone
Performance scenes and exercises for the beginner.
Category: 6

102 (1-2) Theatre Activity: Acting
Acting in a mainstage or approved production
Category: 11

103 (1-2) Theatre Activity: Management
Work on stage or house management, or publicity.
Category: 11

105 (1-2) Theatre Activity: Stagecraft
Work on stage crew in a mainstage production.
Category: 11

107 (1-2) Theatre Activity: Costume
Work on costume crew in a mainstage production.
Category: 11

108 (1-2) Theatre Activity: Lighting
Work on lighting crew in a mainstage production.
Category: 11

109 (1-2) Theatre Activity: Sound
Work on sound crew in a mainstage production.
Category: 11

123* (1) Beginning Jazz Dance
Fundamentals of beginning jazz dance techniques.
Category: 11

125* (1) Afro-Caribbean Dance Forms
Fundamentals of beginning jazz dance technique explored through Afro-Caribbean historical underpinnings.
Category: 11

126 (1) Beginning Ballet
Fundamentals of beginning ballet techniques, including barre, adagio, turns, petite allegro, and grand allegro.
Category: 11

127 (1) Beginning Tap Dance
Fundamentals of tap dance techniques utilized in musical theatre.
Category: 11

128 (1) Beginning Modern Dance
Fundamentals of beginning modern dance technique and improvisation.
Category: 11

223* (2) Intermediate Jazz Dance
Expanding jazz dance technique moving into musical theatre dance combinations.
Categories: 8, 11

225* (3) World Dance in Cultural Perspectives
Cross-cultural survey of dance with emphasis on historical, social, and anthropological dimensions. Including the interface of dance with race, gender and class.
Categories: 8, 11

226 (2) Intermediate Ballet
Expanding ballet technique with emphasis on longer and more complex adagio, petite allegro, and grand allegro sections.
Category: 11

227* (2) Intermediate Tap Dance
Expanding tap dance techniques including advanced combinations utilized in musical theatre.
Category: 11
228 (2) Intermediate Modern Dance
Expanding modern dance technique with emphasis on center floor combinations and longer, more complex travelings combinations.
Category: 11

229 (1) Kinetic Learning in the Classroom
Acquiring a fundamental understanding of dance/movement elements and skills, and applying these concepts to the pre-school through elementary school curriculum.
Category: 11

285 (3) Theatre of Diversity
A survey of literature, artists and performances with specific regard to the theatre of diversity including, but not restricted to: Feminist Theatre, Gay and Lesbian Theatre, African American Theatre, Asian American Theatre, Hispanic Theatre, etc.
Categories: 1c, 6, 7

328^ (2) Advanced Modern Dance/Company Class
Advanced modern dance technique with emphasis on performance skills, elevation, and turns.
Category: 11

WOMEN'S STUDIES-WOST
110* (3) Introduction to Women's Studies
Focus is on the social construction of gender, race, class, and sexual identity. Gaps between reality and stereotypes are examined. The goal of this course is to familiarize you with Women's Studies scholarship and provide you with the tools to connect what you learn to your lives and to further academic study.
Categories: 5, 7

120 (3) Violence Prevention
Students will examine the gendered and systematic nature of violence. Special attention will be given to the ways in which violence against women is perpetuated through interpersonal relationships and through institutions such as schools, the judicial system, welfare policies. The effects of internalized oppressions and how caregivers deal with the problem of vicarious traumatization will be discussed. Emphasis on building skills for educating ourselves and others about constructing non-violent cultures.
Category: 9

220* (3) Perspectives on Women and Change
Focus is on women activists in past and current social change movements in the US and around the world; strategies and tactics which have been used to create social, political and economic change; the self as an agent of change in terms of personal empowerment and group activism; all in the context of interlocking systems of oppression.
Categories: 8, 9

240 (3) Rural Studies
Students will explore some of the major variables that impact the lives of rural populations. Emphasis will be placed on understanding the diversity in experiences and history in both national and international rural communities, as well as on understanding which public policies can maximize the success of rural environments.
Category: 5

251* (3) Coming of Age: Gender and Culture
Students will become aware of diverse experiences of coming of age and will reflect on their own experiences. Diversity of experiences presented will include: race/ethnicity, gender, sexual orientation, religion, socio-economic class, ability/disability and nationality.
Categories: 6, 7
CULTURAL DIVERSITY

Cultural Diversity Requirement

All new undergraduate students must satisfy a Cultural Diversity (CD) credit requirement. 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. Two types of courses fulfill the Cultural Diversity requirement: (1) Cultural Diversity CORE courses (CD-Core) and (2) Cultural Diversity Related courses (CD-related). A CD-Core course is at least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society. A CD-Related course is at least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanics, and Native American inhabitants of the United States.

Domestic Cultural Diversity courses study the diverse components of United States culture in order to offer an understanding of the history and culture of ethnically diverse groups; majority/minority relations; civil rights; and other economic, political, social, and educational issues surrounding such pluralism. This study of Cultural Diversity emphasizes understanding the dynamics of race, gender, sexual orientation, age, class, and disabilities.

Global cultural diversity courses provide students with knowledge of societies, peoples, and cultures throughout the world as they relate to African American, Asian, Hispanic, and Native American inhabitants of the United States.

Courses must be taken according to the following distribution: (1) At least one course must be taken from the list of courses designated as Cultural Diversity-core; (2) At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. One CD-Core course and a minimum of 3 credits satisfies the CD requirements for the AA and the AS degrees. 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.

Course Selections

ALLIED HEALTH & NURSING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS</td>
<td>290 (3)</td>
<td>Introduction to Communication Disorders</td>
</tr>
<tr>
<td>DHYG</td>
<td>330 (1)</td>
<td>Clients with Special Needs</td>
</tr>
<tr>
<td>FCS</td>
<td>400 (3)</td>
<td>Culturally Diverse Family Systems</td>
</tr>
<tr>
<td>FCS</td>
<td>474 (4)</td>
<td>Residential Management for Families and Special Needs People</td>
</tr>
<tr>
<td>HP</td>
<td>130 (1)</td>
<td>Self-Defense for Women</td>
</tr>
<tr>
<td>HP</td>
<td>421 (2)</td>
<td>Teaching Sport to Individuals with Disabilities</td>
</tr>
<tr>
<td>NURS</td>
<td>340 (2)</td>
<td>Gerontological Nursing</td>
</tr>
<tr>
<td>REHB</td>
<td>110 (3)</td>
<td>Sensitivity to Disability</td>
</tr>
<tr>
<td>REHB</td>
<td>435 (3)</td>
<td>Disability Legislation/Advocacy and Independent Living</td>
</tr>
<tr>
<td>RPLS</td>
<td>274 (3)</td>
<td>Therapeutic Recreation Services</td>
</tr>
</tbody>
</table>

Related Courses

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>DHYG</td>
<td>431 (3)</td>
<td>Clinical Dental Hygiene III</td>
</tr>
<tr>
<td>FCS</td>
<td>120 (2)</td>
<td>Clothing and People</td>
</tr>
<tr>
<td>HLTH</td>
<td>400 (3)</td>
<td>Women’s Health</td>
</tr>
<tr>
<td>HLTH</td>
<td>455 (3)</td>
<td>Health and Aging</td>
</tr>
<tr>
<td>HP</td>
<td>290 (3)</td>
<td>Psycho-Social Aspects of Sport</td>
</tr>
<tr>
<td>NURS</td>
<td>220 (2-4)</td>
<td>Foundations in Nursing Science</td>
</tr>
<tr>
<td>NURS</td>
<td>351 (3)</td>
<td>Altered Physiologic Mode Clinical I</td>
</tr>
<tr>
<td>NURS</td>
<td>360 (2)</td>
<td>Childbearing Family Nursing</td>
</tr>
<tr>
<td>NURS</td>
<td>361 (3)</td>
<td>Childbearing Family Clinical</td>
</tr>
<tr>
<td>NURS</td>
<td>380 (2)</td>
<td>Child Health Nursing</td>
</tr>
<tr>
<td>NURS</td>
<td>381 (3)</td>
<td>Child Health Clinical</td>
</tr>
<tr>
<td>REHB</td>
<td>424 (3)</td>
<td>Rehabilitation of the Chemically Dependent</td>
</tr>
</tbody>
</table>

ARTS & HUMANITIES

Core Courses

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>419 (3)</td>
<td>Gender in Art</td>
</tr>
<tr>
<td>ENG</td>
<td>211 (4)</td>
<td>Perspectives: Human Diversity and Literature/Film</td>
</tr>
<tr>
<td>ENG</td>
<td>216 (3)</td>
<td>Topics in Popular Culture</td>
</tr>
<tr>
<td>ENG</td>
<td>217 (2-3)</td>
<td>Women’s Writing</td>
</tr>
<tr>
<td>ENG</td>
<td>218 (3)</td>
<td>Multicultural Literature</td>
</tr>
<tr>
<td>ENG</td>
<td>318 (2-4)</td>
<td>Selected Studies in Multicultural Literature</td>
</tr>
<tr>
<td>ENG</td>
<td>402 (2-4)</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>HUM</td>
<td>251 (3)</td>
<td>Coming of Age: Gender and Culture</td>
</tr>
<tr>
<td>HUM</td>
<td>281 (3)</td>
<td>Human Diversity and Humanities Traditions</td>
</tr>
<tr>
<td>MUS</td>
<td>125 (3)</td>
<td>Pop Music USA: Jazz to Country to Blues to Broadway</td>
</tr>
<tr>
<td>MUS</td>
<td>126 (3)</td>
<td>Pop Music USA: R&amp;B to MTV</td>
</tr>
<tr>
<td>MUS</td>
<td>220 (3)</td>
<td>History of Jazz</td>
</tr>
<tr>
<td>PHIL</td>
<td>115 (3)</td>
<td>Race, Class and Gender</td>
</tr>
<tr>
<td>PHIL</td>
<td>120 (3)</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>SPEE</td>
<td>203 (3)</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>SPEE</td>
<td>403 (3)</td>
<td>Gender and Communication</td>
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<tr>
<td>SPEE</td>
<td>413 (3)</td>
<td>Advanced Intercultural Communication</td>
</tr>
<tr>
<td>THEA</td>
<td>121 (1)</td>
<td>Movement for Theatre I</td>
</tr>
<tr>
<td>THEA</td>
<td>122 (1)</td>
<td>Movement for Theatre II</td>
</tr>
<tr>
<td>THEA</td>
<td>125 (1)</td>
<td>Afro-Caribbean Dance Forms</td>
</tr>
<tr>
<td>THEA</td>
<td>283 (3)</td>
<td>African American Theatre</td>
</tr>
<tr>
<td>THEA</td>
<td>123 (1)</td>
<td>Beginning Jazz Dance</td>
</tr>
<tr>
<td>THEA</td>
<td>223 (1)</td>
<td>Intermediate Jazz Dance</td>
</tr>
<tr>
<td>THEA</td>
<td>225 (3)</td>
<td>World Dance in Cultural Perspective</td>
</tr>
<tr>
<td>THEA</td>
<td>227 (1)</td>
<td>Intermediate Tap Dance</td>
</tr>
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Related Courses

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART</td>
<td>160 (3)</td>
<td>Introduction to Visual Culture</td>
</tr>
<tr>
<td>ART</td>
<td>260 (3)</td>
<td>Art History Survey I</td>
</tr>
<tr>
<td>ART</td>
<td>261 (3)</td>
<td>Art History Survey II</td>
</tr>
</tbody>
</table>
ART 416 (3) Art of Africa, the Americas and the South Pacific
ART 469 (3) Art of Africa, the Americas and the South Pacific
ENG 112 (3) Introduction to Poetry and Drama
ENG 113 (3) Introduction to Prose Literature
ENG 115 (3) World Cinema
ENG 130 (3) Introduction to Poetry
ENG 212 (4) Perspectives: World Literature/Film
ENG 325 (3) Children's Literature
ENG 327 (4) American Literature to 1865
ENG 328 (4) American Literature: 1865-Present
ENG 331 (2) World Literature: Ancient through Medieval
ENG 332 (2) World Literature: Renaissance through Contemporary
ENG 340 (4) Form and Technique in Prose
ENG 341 (4) Form and Technique in Poetry
ENG 381 (4) Introduction to English Linguistics
ENG 416 (4) Film Criticism
ENG 425 (2-4) Topics in Children's Literature
ENG 435 (2-4) The World Novel
ENG 441 (2-4) Literary Criticism
ENG 446 (4) Screenwriting
ENG 448 (4) Contemporary Literature
ENG 492 (2-4) Selected Topics
ENG 464 (3) Teaching Literature in the Middle School
HUM 150 (3) The Western Humanities
HUM 151 (3) The Western Humanities: Renaissance to Present
HUM 155 (3) Global Humanities
HUM 282 (4) Global Perspectives and Humanities Traditions
MASS 110 (3) Introduction to Mass Communications
MODL 470 (4) Theory and Methods of TESL I
MODL 471 (4) Theory and Methods of TESL II
MUS 120 (3) Introduction to Music
PHIL 205 (3) Culture, Identity and Diversity
PHIL 222 (3) Medical Ethics
PHIL 224 (3) Business Ethics
PHIL 321 (3) Social and Political Philosophy
PHIL 358 (3) Eastern Philosophy
PHIL 460 (3) Philosophy of the Arts
SPAN 356 (1-4) Latin American Civilization
SPEE 400 (3) American Public Address: A Tradition
THEA 100 (3) Introduction to Theatre
THEA 328 (2) Advanced Modern Dance/Company Class
THEA 481 (3) Theatre History I
THEA 482 (3) Theatre History II

EDUCATION
Core Courses
BED 440 (2) Corporate Men and Women
EEC 222 (3) Human Relations in a Multicultural Society
EEC 407 (2) The Special Education Learner in the Regular Classroom
ESSP 405 (3) Individuals with Exceptional Needs
ESSP 420 (3) Education of Young Children with Exceptional Needs
ESSP 440 (3) Teaming with Parents and Other Professionals
KSP 220 (3) Human Relations in a Multicultural Society
KSP 251 (3) Coming of Age: Gender and Culture
KSP 320 (2) Special Student in the Regular Classroom
KSP 407 (2) Teaching in a Multicultural Society
KSP 423 (3) Sexist Influences in Human Development
KSP 450 (3) Human Relations in a Multicultural Society
KSP 451 (1-2) Cultural Diversity Clinical Experience

Related Courses
ESSP 415 (3) Introduction to Talent Development
KSP 408 (3) Teaching the K-12 ELL Student
KSP 415 (2) Materials for Younger Children
KSP 417 (3) Materials for Children
MSCI 102 (1) Introduction to Leadership

SCIENCE, ENGINEERING & TECHNOLOGY
Core Courses
BIOL 102 (3) Biology of Women

Related Courses
BIOL 201 (3) Ecology and Human Society
COMS 201 (2) Introduction to Assistive Technology
EET 125 (3) Perspective on Technology
PHYS 100 (3) Cultural Physics

SOCIAL & BEHAVIORAL SCIENCES
Core Courses
ANTH 103 (3) Peoples of the World
ANTH 330 (3) Ethnology: Theory and Methods
ANTH 331 (3) Human Adaptation Systems
ANTH 332 (3) Anthropology of Religion
ANTH 333 (3) Ethnographic Film
ANTH 334 (3) Native American Cultures of North America
ANTH 421 (3) Health, Culture, and Disease
ANTH 430 (3) Ethnography of Latin America
ANTH 432 (3) Social Organization
ANTH 433 (3) Anthropology of Gender
ANTH 434 (3) Ethnographic Classics
ETHN 100 (3) American Racial Minorities
ETHN 101 (3) Introduction to Multicultural and Ethnic Studies
ETHN 110 (3) Introduction to African American Studies
ETHN 120 (3) Introduction to American Indian Studies
ETHN 130 (3) Introduction to Asian American Studies
ETHN 140 (3) Introduction to Latino/Hispanic Studies
ETHN 150 (3) Multicultural/Ethnic Experience
ETHN 200 (3) Interracial/Interethnic Dating/Marriage

BUSINESS
Related Courses
BLAW 131 (3) Consumer Law and Ethics
IBUS 483 (3) International Business Management
MGMT 440 (3) Human Resource Management
MGMT 441 (3) Staffing
MGMT 442 (3) Compensation Management
MGMT 482 (3) Business, Society and Ethics
| ETHN 220 (3) | Civil Rights in the U.S. | Related Courses |
| ETHN 300 (3) | American Indian Leaders | ANTH 101 (3) Introduction to Anthropology |
| ETHN 330 (3) | Immigration and Ethnicity | ANTH 102 (3) Ancient Peoples |
| ETHN 400 (3) | Cultural Pluralism | ANTH 220 (3) Human Origins |
| ETHN 410 (3) | Foundations of Oppression | ANTH 230 (3) People: An Anthropological Perspective |
| ETHN 420 (3) | African American Studies | ANTH 240 (3) Language and Culture |
| ETHN 430 (3) | American Indian Studies | ANTH 311 (3) Ancient Egypt |
| ETHN 440 (3) | Asian American Studies | ANTH 320 (3) Biological Anthropology |
| ETHN 450 (3) | Latino/Hispanic Studies | ANTH 410 (3) Prehistory of Minnesota |
| ETHN 460 (3) | Urban Minority Problems | ANTH 431 (3) Applied Cultural Research |
| ETHN 470 (3) | Women of Color | ANTH 436 (3) Anthropology of Aging |
| ETHN 480 (3) | Social Justice in Ethnicity and Gender | ANTH 485 (1-3) Topics in Anthropology |
| ETHN 490 (3) | Racial/Ethnic Families in the U.S. | ANTH 486 (1-3) Workshop |
| GER0 200 (3) | Aging: Interdisciplinary Perspectives | ANTH 493 (1-3) Ethnology Lab |
| HIST 151 (3) | African American History | CORR 449 (3) Correctional Counseling |
| HIST 155 (3) | History of the Family in America | CORR 452 (3) Victimology |
| HIST 180 (4) | European History to 1648 | CORR 453 (3) Treatment Methods in Corrections |
| HIST 190 (4) | United States to 1877 | CORR 459 (3) Issues in Corrections |
| HIST 191 (4) | United States since 1877 | ECON 314 (3) Current Economic Issues |
| HIST 463 (3) | Contemporary United States: 1945-Present | GEOG 100 (3) Elements of Geography |
| HIST 477 (3) | Advanced African American History | GEOG 103 (3) Introductory Cultural Geography |
| HIST 487 (4) | United States Women's History | HIST 170 (4) Ancient World Civilization to 1500 |
| POL 102 (3) | Politics of Diversity in Film | HIST 171 (4) World Civilization, 1500-Present |
| POL 464 (3) | Aging: Policy Issues | HIST 302 (4) Readings in World History |
| POL 484 (3) | Women and Politics | HIST 402 (4) Foundations of Judaism, Christianity and Islam |
| LAWE 234 (3) | Policing in a Diverse Society | HIST 434 (4) Modern East Asian History |
| PSYC 460 (3) | Psychology of Women | HIST 437 (4) African History |
| SOC 100 (3) | Social Problems | HIST 442 (4) History of Latin America |
| SOC 208 (3) | Courtship, Marriage & Family | HIST 459 (4) Civil War and Rise of Industrialization |
| SOC 307 (3) | Sex and Gender in Contemporary Society | HIST 475 (3) The American South |
| SOC 410 (3) | Black American Families | HIST 484 (4) Social and Labor History |
| SOC 446 (3) | Race, Culture and Ethnicity | POL 106 (3) Politics in the World Community |
| SOWK 419 (3) | Social Work and Aging | PSYC 448 (3) International Behavior |
| SOWK 420 (3) | Women's Issues in Social Work | PSYC 455 (3) Abnormal Psychology |
| WOST 110 (3) | Into to Women's Studies | PSYC 457 (3) Cross Cultural Psychology |
| WOST 220 (3) | Perspectives on Women and Change | SOC 101 (3) Introduction to Sociology |
| WOST 251 (3) | Coming of Age: Gender and Culture | SOC 405 (3) Sociology of Death |
| SOWK 190 (3) | Social Welfare Services | SOC 435 (3) Marital Conflict: Causes and Consequences |
| SOWK 255 (3) | Global Responses to Human Need | URBS 100 (3) Introduction to the City |
PRE-FALL 1999 GENERAL EDUCATION
Minnesota State University, Mankato
Advising Information

Over the next several years, advisors will be advising students about general education under two essentially different plans. It’s important to distinguish between 1) students whose first enrollment is Fall, 1999 or later and therefore will be following the new general education plan, and 2) students who have enrolled previously, the majority of whom will be following the old general education framework.

Students enrolling Fall, 1999 or later and having 1) no prior post-secondary coursework or 2) transferring from four year Colleges or Universities:

- Follow a single Bulletin, 1999 or later.
- Complete the new (1999-) General Education plan.
- Use only courses approved for the 1999 General Education plan.
- Must satisfy MSU’s cultural diversity requirement for graduation.

Students 1) enrolled at MSU prior to Fall 1999, or 2) transferring from two year post-secondary institutions:

- May choose different Bulletins for general education and for their major program. Rationale: The goal here, as in semester conversion, is to avoid penalizing students caught in the transition. For example, BST students will need to elect a later Bulletin to satisfy new licensure requirements; this should not entail having to do a second general education plan as well.
- May choose either the old or new general education plan.
- Can fulfill their general education requirements using either old or new general education courses.
- Students using the old general education plan will need to meet graduation requirements demonstrating math and English competencies as indicated in the Bulletins prior to 1999-2000.
- They will also need to meet MSU’s cultural diversity requirement.
- Students fulfilling general education using the pre-1999 plan may use a) general education courses they took prior to Fall, 1999, b) starting in Fall, 1999, newly approved general education courses which have been placed into the old program by matching department identifiers (new courses have been placed where courses from the same department appear in the old general education plan), and c) old general education courses which have not been approved for the new general education plan but continue to be offered. Newly approved general education courses, taken prior to Fall, 1999 when they were not approved general education courses, may not be retroactively applied to fulfill general education requirements.
- Those fulfilling general education using the new (Fall 1999 and after) plan will need an evaluation of their pre-Fall, 1999 general education courses to place them in the appropriate categories of the new general education plan. This evaluation will be completed, at the student’s request, by the MSU transfer specialist, located in the Office of Admissions.

Students completing the old general education plan will need to follow the Bachelor of Arts General Education guidelines specified in their Bulletin.

General Education Requirements: Years Preceding Fall 1999 Bachelor of Science Degree

Students are required to take a minimum of 44 semester credit hours in general education courses. A minimum of 39 of these semester credit hours are specifically outlined in the following pages; students may take the remaining credit hours from any of the other general education courses listed, within the maximum limits offered for each area. The table below lists minimum and maximum credit hours in each area.

<table>
<thead>
<tr>
<th>Group</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Group I</td>
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<td>FYE</td>
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Courses Approved for Pre-Fall 1999 General Education

All courses which may count toward completion of the Pre-Fall 1999 General Education Plan are included in this listing. Some of these courses may no longer be offered (e.g. English 102), but are included because if they have been previously completed, they still satisfy the requirements. Also included in the listing are those courses approved for the new general education plan; these courses may be used to complete the Pre-Fall 1999 Plan. Courses which satisfy the Cultural Diversity courses are designated with either •• for core CD courses or • for related CD courses.

GROUP I: 18-23 credit hours

Courses in Group I are arranged in four areas: A-D. A minimum of 18 credits and a maximum of 23 semester credit hours may be counted. A student taking the minimum of 18 semester credit hours must take courses from areas A, B, and C as stipulated. Students taking more than the minimum may take credits from area D as well.
Area A.

Communications [minimum of 6 credits]:
ENG 101 (3 or 4) is required for all students
Choose one additional course from the following:
ENG 102 (3)
SPEE 100 (3), 101 (3), 102 (3)

Area B.
Choose one course from each of two different departments [minimum 6 credits]:
Modern Languages
(only 3 credits will be counted toward general education from 4, 5, and 6 credit courses; other credits may count, if needed, in Area D.)
FREN, GER, SPAN 101 (4 or 5), 102 (4 or 5), 201 (4), 202 (4)
SPAN 193 (1-6), 194 (1-6), 293 (1-6), 294 (1-6)
SCAN 101 (4), 102 (4), 111 (4), 112 (4)
History
(only 3 credits will be counted toward general education from 4 credit courses; other credits may count, if needed, in Area D.)
HIST 170 (4)*, HIST 171 (4)*, 180 (4), 181 (4), 190 (4)*
191 (4)* 199 (1-3)
Mass Communications
MASS 110 (3)*
Philosophy
PHIL 100 (3), 110 (3), 112 (3), 120 (3)*, 222 (3)*

Area C.
Choose one course from each of two different departments [minimum 6 credits]
Art
ART 160(3)*
English
ENG 110(4), 111(3), 112(3 or 4)*, 113(3 or 4)*, 114(3 or 4)
115(3)*, 130(3)*, 135(3), 211(4)*, 212(4), 213(4),
214(4), 215(1-3), 216(3)*, 217(2 or 4)*, 218(3)*
220(1-3)*
Music
MUS 120(3)*
Theatre Arts
THEA 100(3)*
Fine Arts CLEP

Area D.
Choose no more than 5 additional credit hours from courses listed below and/or Areas B and C above.
Art
ART 100(3), 160(3)*, 231(3), 260(3)*, 261(3)*, 275(3)
English
ENG 110(4), 111(3), 112(3 or 4)*, 113(3 or 4)*, 114(3 or 4)
115(3)*, 130(3)*, 135(3), 211(4)*, 212(4), 213(4),
214(4), 215(1-3), 216(3)*, 217(2 or 4)*, 218(3)*
220(1-3)*, 242(2)
Modern Languages (French or German or Spanish (8 credit hours maximum)
FREN, GER OR SPAN 101(4 or 5), 102(4 or 5), 201(4), 202(4)
FREN 302(2-4)
SCAN 101(4), 102(4), 111(4), 112(4)
SPAN 193(1-6), 194(1-6), 293(1-6), 294(1-6)
History
HIST 150(1-3), 151(3)*, 153(3), 154(3), 155(3)*
156(3), 157(3), 158(3), 170(4)*, 171(4)*, 180(4), 181(4),
190(4)*, 191(4)*
Humanities
HUM 150(3 or 4)*, 151(3)*, 155(3)*, 250(3 or 4),
251(3)*, 280(3 or 4), 281(3 or 4)*, 282 (3 or 4)*
Mass Communications
MASS 110(3)*
Music
MUS 101(1), 102(1), 103(1), 104(1), 105 (1), 111(1),
112(1), 113(1), 114(1), 115(1), 116(1), 117(1), 119(1),
120(3)*, 125 (3), 126 (3), 220(3), 221(3), 222(3)
Philosophy
PHIL 100(3), 110(3), 112(3), 115(3)*, 120(3), 205(3),
222(3)*, 224(3)*, 226, 311(3), 321(3), 334(3), 336(3),
337(3), 358(3)
Speech Communication
SPEE 100(3), 101(3), 102(3), 203(3)*, 220(1-3), 300(3)
Theatre Arts
THEA 100(3)*, 101(3), 102(1-2), 103(1-2), 105 (1-2),
107(1-2), 108(1-2), 109(1-2), 123 (1), 127 (1), 128 (1),
223 (1), 227 (2), 228. (2), 283(3)*

GROUP II: 0-4 credit hours
No credits are required to be taken from Group II. A maximum of 4 credit hours may be counted.

Business Law
BLAW 131(3)*
Computer and Information Sciences
COMS 100(4), 101(3), 102(4), 202 (4), 272 (4)
Economics
ECON 100(3), 201(3), 202(3), 199(1-2), 314 (3)*
Finance
FIRE 100(3)
Marketing
MRKT 100(3)

GROUP III: 0-4 credit hours
No credits are required to be taken from Group III. A maximum of 4 credit hours may be counted.

Counseling and Student Personnel
CSP 110(3)
Curriculum and Instruction
205 (3)
Educational Foundations
EDFN 101(3), 222(4)*, 235(3), 250(3), 251(3)*
Experiential Education
EXED 202(2)
Library Media Education
LME 101(1), 201(1)
Speech, Hearing and Rehabilitative Services
REHB 110(3)*, 210 (3)
Technology Education
TECH 180(3)
GROUP IV: 4-7 credit hours
Courses in Group IV are arranged in two areas: A and B. A minimum of 4 credits and a maximum of 7 semester credit hours may be counted. Students must take three (3) credits from area A and one (1) credit from area B. Up to three (3) additional credit hours may be selected from any of the courses listed below.

Area A. Health and Leisure
Choose at least 3 credit hours from the departments and courses listed below.

- **Health Science**
  - HLTH 101(3), 210(3), 212(3), 310 (3)
- **Recreation, Parks and Leisure Services**
  - RPLS 278(3), 282(3)
- **Communication Disorders**
  - CDIS 201(3), 290(3)
- **Physical Education**
  - HP 251(1), 291(3)

Area B. Physical Education Activity

**Team Sports:**
- HP 146(1), 147(1), 148(1), 149(1), 150(1), 152(1), 153(1), 154(1), 155(1), 156(1), 157(1), 158(1), 159(1), 161(1), 166(1), 170(1), 190(1-4)

**Individual and Dual:**
- HP 101(1), 103(1), 104(1), 114(1), 130(1), 139(1), 174(1), 241(1), 242(1)
- MSCI 103(1), 210(1), 224(2)

**Conditioning:**
- HP 117(1), 175(1), 176(1), 177(1), 178(1)

**Aquatics:**
- HP 105(1), 143(1), 145(1), 182(1), 245(1), 248(1), 250 (1), 257(2)

**Leisure:**
- HP 107(1), 138(1), 179 (1)
- MSCI 101(1)

**Dance**
- HP 109(1), 133(1)●●, 134(1), 209(2), 230(2)●●, 234(2)
- THEA 125(1)●●, 126(1)●, 226(2), 328(2)

GROUP V: 8-13 credit hours
Courses in Group V are arranged in six areas: A-F. A minimum of 8 credits and a maximum of 13 semester credit hours may be counted. Students must choose courses from at least two of the six areas.

**Area A. Biology**
- BIOL 100(4), 101(2-4), 102 (3)●●, 103 (3), 105(4), 201(3)●, 220(4), 270(4)

**Area B. Chemistry and Geology**
- **Chemistry**
  - CHEM 100(4), 105(3), 111(5), 131(3), 132 (3), 133(3), 201(5), 202(5)
- **Environmental Science**
  - ENVS 122(4), 101(4)

**Area C. Family Consumer Science**
- FCS 100(3), 140(3)●

**Area D. Mathematics, Astronomy, and Statistics**
- **Mathematics**
  - MATH 110(3), 112(4), 113(3 or 4), 115(4), 121(4), 130 (3), 180(4), 181(3), 184 (3), 201(3)
- **Astronomy**
  - AST 101(3), 102(3), 104 (2), 115(2)
- **Statistics**
  - STAT 154(3)

**Area E. Physics and Electronic Engineering Technology**
- **Physics**
  - PHYS 100(3)●, 101(3), 105(2)*, 107(3), 110(3), 211(4), 221(5)
*May be repeated for credit.

**Electronic Engineering Technology**
- EET 112(3), 115(3), 125(3)●●

**Area F. Natural Sciences CLEP**

GROUP VI: 9-14 credit hours
Courses in Group VI are arranged in ten areas: A-J. A minimum of 9 credits and a maximum of 14 semester credit hours may be counted. Students must choose courses from at least three of the ten areas.

**Area A. Anthropology**
- ANTH 101(3)●, 102(3)●, 103(3)●●, 220 (4), 230 (3)●, 240 (3)●

**Area B. Geography**
- GEOG 100(3)●, 101(3), 103(3)

**Area C. Ethnic Studies**
- ETHN 100(3)●●, 110(3)●●, 120(3)●●, 130(3)●●, 140(3)●●, 150(2)●●

**Area D. Political Science**
- POL 100(3), 101 (3), 102 (3)●●, 103 (3), 104 (3), 105 (2), 106 (3)●, 107 (3), 111(3) or 200(3), 201(1-3)
- LAWE 132 (3)

**Area E. Psychology**
- PSYC 101(4), 206(3 or 4), 240(3)

**Area F. Social Work**
- SOWK 190(3), 214 (3), 255 (3)●

**Area G. Sociology and Corrections**
- SOC 100(3)●●, 101(3)●, 102(3), 208(3)●●, 209(3), 255 (3)
- CORR 106(3), 132(3), 250 (3)
- GERO 200(3)●●

**Area H. Urban and Regional Studies**
- URBS 100(3)●, 110 (3), 150 (3), 230 (3)

**Area I. Women’s Studies**
- WOST 110(3)●, 120 (3), 220(3)●, 240(3), 251(3)●●

**Area J. Social Studies CLEP**

FIRST YEAR EXPERIENCE (0-1 Credit Hours)
No credits are required to be taken from this group. A maximum of 1 credit hour may be counted.

- FYE 100 (1)
  (This course is available to students who have completed no more than 24 semester credits.)
HONORS PROGRAM AND GENERAL EDUCATION

The mission of the Honors Program at Minnesota State University, Mankato is to provide a challenging interdisciplinary program of study for a highly motivated group of undergraduates. The MSU Honors Program functions as an alternative to the traditional general education curriculum. Instead of completing the regular 44-credits of MSU General Education courses, each Honors student completes a 35-credit General Education program comprised of courses in the following four areas:

I. Honors Seminars (6-8 Semester Credits)
The Honors Program offers a number of one-credit seminars, each of which meets once per week for an 80-minute session. An Honors student typically enrolls in one seminar per semester, and a maximum of three one-credit seminars may be taken from the same instructor. A two-year rotation of seminars is offered.

Honors seminars fulfill General Education competencies in the areas of Communication, Critical Thinking, Human Diversity, Global Perspective, Ethical and Civic Responsibility, People and the Environment, Performance and Participation, and Information Technology. It is strongly recommended that each new Honors student complete Honors 201, "Introduction to Honors", during her/his first semester of study.

II. Honors 450: Special Topics Courses (4-8 Semester Credits)
Honors 450 topics courses are designed to allow extensive, in-depth coverage of specific topics in a small-group setting. An Honors student is eligible to enroll in 450 topics courses after the student has been admitted to a specific college. An Honors student completes between four to eight credits of two- or three-credit 450 topics courses during her/his sophomore, junior, and senior years. Honors students preparing to complete senior projects are especially encouraged to enroll in Honors 450, "Senior Capstone", offered each fall semester. A two-year rotation of topics courses is offered.

III. Honors Sections of General Education Courses (17-23 Credits)
An Honors student has many opportunities to take General Education courses that enable her/him to interact with other Honors students as well as with other students at our university. An Honors student can complete her/his 17-23 credits of General Education courses in a combination of the following ways:

a. By enrolling in Honors-only sections of courses that have a total of fifteen to twenty Honors Program students.

b. By enrolling in Honors-related sections of regular MSU General Education courses; the Honors student attends the regular section of the course; in addition, all Honors students in the course meet once per week with the instructor in a small-group seminar for discussion of course content.

c. By completing at least one Honors General Education course in each area: Humanities and the Arts, History and the Social Behavioral Sciences, and Natural Sciences and Mathematics.

d. By completing Composition I for Honors during her/his first year of study. Completion of Composition I is a university-wide General Education requirement, and successful completion of the course satisfies the university’s English competency requirement.

e. By fulfilling the math competency requirement set by the department or college in which the student has a major.

f. By fulfilling the MSU Cultural Diversity requirement (6 semester credits of core and related Cultural Diversity courses).

IV. Senior Project (2 Semester Credits)
Each Honors student undertakes an independent project under the direction of a faculty advisor in the student's major discipline or under the supervision of the Honors Director. The result of this project might be a scholarly paper, a creative work, a recital, a performance, a web site, etc. An Honors student plans her/his senior project during her/his junior year of study, then meets with the Honors Director to file the necessary paperwork with the Office of the Registrar for the senior project at the beginning of her/his senior year. The senior project must be completed, and all paperwork verifying completion must be filed with the Office of the Registrar prior to one's graduation.

The 35-credit Honors General Education program outlined above constitutes an important part of an Honors student's total of 128 semester credits toward graduation from the university. The Honors Program’s emphasis on small, discussion-based seminars and courses and to be fully prepared for future professional experience, postgraduate work and study.

To enter the Honors Program, an undergraduate student must typically have earned a score of at least 25 on the ACT, be in the upper 10% of her/his high school graduating class, or have earned a GPA of 3.2 in college-level course work. Exceptions will be made on a case-by-case basis. To remain in the Honors Program, a student must maintain a 3.0 GPA during the freshman year, a 3.1 GPA during the sophomore year, a 3.2 GPA during the junior year, and a 3.3 GPA during the senior year. A student who has a cumulative GPA of 3.3 or above is eligible to graduate with Honors and receive the University Scholar designation.
Minnesota State University, Mankato 2002-2003 Bachelor of Arts (BA)/Bachelor of Science (BS)
CREDIT EVALUATION FORM

Name ____________________________________________ Tech ID ________________ SSN ____________
Degree __________________________ Major(s) ________________ Minor(s) ________________

Adm Term ___________ File # ________________
Address ____________________________________________

Name ____________________________________________ Tech ID ________________ SSN ____________
Degree __________________________ Major(s) ________________ Minor(s) ________________

Adm Term ___________ File # ________________
Address ____________________________________________

### CATEGORY 1
#### COMMUNICATION
- **Satisfied _____**
- MSU EQ transfer course credit grade

#### PART A Eng Comp (min of 1 course/3 credits--min grade of C or P)

#### PART B Speech & Oral Reasoning (min of 1 course/3 credits)

#### PART C Writing Intensive (min of 1 course/3 credits)

### CATEGORY 2
#### CRITICAL THINKING
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course or completion of the rest of Gen Ed)

### CATEGORY 3
#### NATURAL SCIENCES
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 2 course from diff depts with at least one lab/6 credits)

### CATEGORY 4
#### MATHEMATICAL/LOGICAL REASONING
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course/3 credits--min grade of C or P)

### CATEGORY 5
#### HISTORY & SOCIAL & BEHAVIORAL SCIENCES
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 2 course from diff depts/6 credits)

### CATEGORY 6
#### HUMANITIES & ARTS
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 2 course from diff depts/6 credits)

### CATEGORY 7
#### HUMAN DIVERSITY
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course/3 credits)

### CATEGORY 8
#### GLOBAL PERSPECTIVE
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course/3 credits)

### CATEGORY 9
#### ETHICAL & CIVIC RESPONSIBILITY
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course/3 credits)

### CATEGORY 10
#### PEOPLE & THE ENVIRONMENT
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (min of 1 course/3 credits)

### CATEGORY 11
#### PERFORMANCE & PARTICIPATION
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (2-3 credits)

### CATEGORY 12
#### FIRST YEAR EXPERIENCE
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (0-1 credits)

### CATEGORY 13
#### INFORMATION TECHNOLOGY
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (0-2 credits)

### FOREIGN LANG
- **BA STUDENTS ONLY**
- **Satisfied _____**
- MSU EQ transfer course credit grade

- (1 year required/max of 8 credits)

### GENERAL EDUCATION

The categories on this page form MSU’s General Education requirement (GE). Satisfaction of GE requires a minimum of 44 credits and completion of categories 1-11. A BS degree requires GE, while a BA degree requires GE and an additional year of a single foreign language for a total of 52 credits. Detailed information about GE and degree requirements can be found in the Undergraduate Bulletin.

Transfer AS/AAS degrees must have: 40 credits in categories 1-10; a min of 1 course in each category 3-10; and one course in each part of category 1. Categories 2 and 11 are exempt.

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**Symbols Used**

- > the course is used in more than one category but the credits only count once towards the 44 credit requirement
- ( ) the course has been unsuccessfully attempted
- 0 the course has been repeated
- □ the course has been academically reevaluated

**Transfer GPA**

1 Consult the MSU Bulletin for detailed information on graduation requirements.
2 Totals are not credited until all official transcripts have been received by MSU.
3 Consult with advisors/departments concerning use of courses in major(s) and minor(s).
4 To obtain a 4-year degree, students must have at least 64 credits from 4-year institutions.
5 All credits on this form are semester credits – 1 semester credit equals 1.5 quarter credits.
6 This document is available in alternative format to individuals with disabilities by calling the Office of the Registrar at 507-389-6266 (V), 800-627-3529 or 711 (MRS/TTY).

**CULTURAL DIVERSITY REQUIREMENT** Satisfied____

Transfer students: your initial transfer of _____ credits has reduced the number of CD credits needed to _____ and must include a core course.

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