



2002-2003

GENERAL EDUCATION
& CULTURAL DIVERSITY
BULLETIN

MINNESOTA STATE UNIVERSITY, MANKATO

Index

Advising Resources	iii
2002-2003 General Education	1
Policies	1
Requirements	1
Course Descriptions	6
Cultural Diversity	20
Requirement	20
Course Selections	20
Pre-Fall 1999 General Education	23
Honors Program and General Education	26
Credit Evaluation Form	27

Minnesota State University, Mankato is an Affirmative Action/Equal Opportunity University.

This document is available in alternative format to individuals with disabilities by calling the Office of Academic Affairs at 507-389-1333 (V), 800-627-3529 or 711 (MRS/TTY).

Advising Resources

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

Student Relations Coordinators - College Advisors

	Phone #
Allied Health and Nursing	
Dee Anderson - Nursing	389-2506
Mark Schuck - Allied Health	389-5486
Arts and Humanities	
Carrie Williams	389-1770
Business	
Larry Herke	389-2963
Education	
Cheryl Kalakian	389-1215
Science, Engineering and Technology	
Angie Bomier	389-5913
Social and Behavioral Sciences	
Clark Johnson	389-6306

General Advising Resources

Student Support Services	
Margaret Hesser	389-2797
First Year Experience	
Michael Walsh	389-5498
Honors	389-5056
Office of Multicultural Affairs	
Maria Baxter-Nuamah	389-2674
Ben Benson	389-5230
Tuan Phan	389-2799

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
5. Development of responsibility for lifelong learning.

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:

- demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation of drafts, revision, and editing;
- write papers of varying lengths that demonstrate effective explanation, analysis, and argumentation;
- become experienced in computer-assisted writing and research;
- locate and evaluate material, using PALS, the Internet, and other sources;
- analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions;
- 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:

- understand/demonstrate communication processes through invention, organization, drafting, revision, editing and presentation;
- participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- select appropriate communication choices for specific audiences;
- construct logical and coherent arguments;
- use authority, point of view, and individual voice and style in communications;
- 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:

- use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline;
- 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:

- gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
- weigh evidence for and against hypotheses;
- recognize, construct, and evaluate arguments;
- apply appropriate critical and evaluative principles to texts, documents, or works--one's own or others'--in oral, visual, or written mediums.

Course(s) which satisfy this 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 101-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:

- understand the development of and the changing meanings of group identities in the United States' history and culture
- demonstrate an awareness of the individual and institution dynamics of unequal power relations between groups in contemporary society;
- analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
- 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;
- 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:

- 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;
- demonstrate knowledge of cultural, social, religious and

linguistic differences;

- analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
- understand the role of a world citizen and the responsibility 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^	ENVR 101	FREN 101
FREN 102	FREN 201	FREN 202
GEOG 100^	GEOG 103^	GER 101
GER 102	GER 201	GER 202
HIST 153	HIST 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:

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

- explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems;
- discern and analyze patterns and interrelationships of the bio-physical and psycho-social cultural systems;
- critically discern and analyze individual, social, and ecological dimensions of health;
- describe the basic institutional arrangements (social, legal, political, economic, health, ethical, religious) that are evolving to deal with environmental and natural resource challenges;
- evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
- propose and assess alternative solutions to environmental problems;
- 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:

- participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
- interact with others of another culture in its indigenous setting through a structured experience;
- 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

HP 242	HP 245	HP 248
HP 250	HP 252	HP 257
HP 291	KSP 220*	MUS 101
MUS 102	MUS 103	MUS 104
MUS 105	MUS 111	MUS 112
MUS 113	MUS 114	MUS 115
MUS 116	MUS 117	MUS 119
NURS 101	POL 101	RPLS 278
SOWK 214	SPEE 220	SPEE 310
THEA 102	THEA 103	THEA 105
THEA 107	THEA 108	THEA 109
THEA 123*	THEA 125*	THEA 126
THEA 127	THEA 128	THEA 223*
THEA 225*	THEA 226	THEA 227*
THEA 228	THEA 229	THEA 328^
URBS 230		

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:

- experience higher personal expectations of his/her ability to meaningfully participate in academic life;
- define and give examples of critical thinking;
- interact with other students regarding academic matters;
- affirm that careful thinking is an important aspect of the educational process;
- 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:

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

Course(s) which satisfy this category 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: 1c

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: 9

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.

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

200* (3) Interracial/Interethnic Dating/Marriage

This course deals with the history of interracial/interethnic and intergroups (sex, age, religion, etc.) dating and marriage in the US. It will explore dating patterns, mate selection theories and impacts on multi-racial children in the area of identity and adjustment.

Category: 7

330 (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 interpersonal 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.

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

A review of German structure and its application to reading, conversation, and composition. 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: 1c, 9

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 and 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 of 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

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

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, 8

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

NURSING-NURS

101 (3) Courage, Caring and Team Building

This experiential course will prepare students for effective participation in a variety of groups. Students can expect to experience various group member roles through structures activities within the MSU culture and with diverse cultures. Students will learn about risk taking, trust building, cooperation/collaboration in groups and caring for self and others in the larger community.

Category: 11

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, lift 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 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

Government and politics of the United States. United States Constitution, civil rights, civil liberties. National institutions: Congress, courts, presidency, bureaucracy. Processes of citizen participation: interest groups, parties, media, public opinion; Public policy issues.

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

Study of interpersonal skills, motivation, and group skills. Applied to educational settings. Requires 18 hours clinical experiences (out-of-class). Meets State of Minnesota human relations requirement for teacher licensure.

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 life-span 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

URBAN AND REGIONAL STUDIES-URBS**100^ (3) Introduction to the City**

A fresh look at the city, with emphasis on the reasons why cities have grown and how people can make cities livable.

Categories: 5, 8

110 (3) The City: Design and Architecture

Appreciation of the city as the highest cultural achievement in design and architecture.

Category: 6

150 (3) Sustainable Communities

This course will identify and analyze global social, economic, political and environmental problems impacting community viability and explore the full range of solutions to these problems. The course will view communities as complex, sustainable organisms and bring together the works of the great minds working on sustainability.

Categories: 5, 10

230 (3) Community Leadership

Introduction to community leadership—elected, professional, or voluntary—and the skills and values which support it.

Categories: 1c, 9, 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

Core Courses

CDIS	290 (3)	Introduction to Communication Disorders
DHYG	330 (1)	Clients with Special Needs
FCS	400 (3)	Culturally Diverse Family Systems
FCS	474 (4)	Residential Management for Families and Special Needs People
HP	130 (1)	Self-Defense for Women
HP	421 (2)	Teaching Sport to Individuals with Disabilities
NURS	340 (2)	Gerontological Nursing

REHB	110 (3)	Sensitivity to Disability
REHB	435 (3)	Disability Legislation/Advocacy and Independent Living
RPLS	274 (3)	Therapeutic Recreation Services

Related Courses

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

ARTS & HUMANITIES

Core Courses

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

Related Courses

ART	160 (3)	Introduction to Visual Culture
ART	260(3)	Art History Survey I
ART	261 (3)	Art History Survey II

ART	416 (3)	Art of Africa, the Americas and the South Pacific
ART	469 (3)	Asian Art
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

BUSINESS

Related Courses

BLAW	131 (3)	Consumer Law and Ethics
IBUS	448 (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

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
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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

ETHN	220 (3)	Civil Rights in the U.S.	<u>Related Courses</u>		
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
GERO	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
			SOC	435 (3)	Marital Conflict: Causes and Consequences
			SOWK	190 (3)	Social Welfare Services
			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.
- BA and BMus 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.

	Minimum	Maximum
Group I	18	23
Group II	0	4
Group III	0	4
Group IV	4	7
Group V	8	13
Group VI	9	14
FYE	0	1

Courses Approved for Pre-Fall 1999 General Education

All courses which may counted 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) **Geology**

GEOL 100(3), 121(4), 122(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), 102(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, post-graduate 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 _____ Adm Term _____ File # _____
 Address _____ Major(s) _____ Minor(s) _____

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 _____
 (min of 1 course or completion of the rest of Gen Ed)
 MSU EQ transfer course credit grade

CATEGORY 3 NATURAL SCIENCES _____ Satisfied _____
 (min of 2 course from diff depts with at least one lab/6 credits)
 MSU EQ transfer course credit grade

CATEGORY 4 MATHEMATICAL/LOGICAL REASONING _____ Satisfied _____
 (min of 1 course/3 credits--min grade of C or P)
 MSU EQ transfer course credit grade

CATEGORY 5 HISTORY & SOCIAL & BEHAVIORAL SCIENCES _____ Satisfied _____
 (min of 2 course from diff depts/6 credits)
 MSU EQ transfer course credit grade

CATEGORY 6 HUMANITIES & ARTS _____ Satisfied _____
 (min of 2 course from diff depts/6 credits)
 MSU EQ transfer course credit grade

CATEGORY 7 HUMAN DIVERSITY _____ Satisfied _____
 (min of 1 course/3 credits)
 MSU EQ transfer course credit grade

CATEGORY 8 GLOBAL PERSPECTIVE _____ Satisfied _____
 (min of 1 course/3 credits)
 MSU EQ transfer course credit grade

CATEGORY 9 ETHICAL & CIVIC RESPONSIBILITY _____ Satisfied _____
 (min of 1 course/3 credits)
 MSU EQ transfer course credit grade

CATEGORY 10 PEOPLE & THE ENVIRONMENT _____ Satisfied _____
 (min of 1 course/3 credits)
 MSU EQ transfer course credit grade

CATEGORY 11 PERFORMANCE & PARTICIPATION _____ Satisfied _____
 (2-3 credits)
 MSU EQ transfer course credit grade

CATEGORY 12 FIRST YEAR EXPERIENCE _____ Satisfied _____
 (0-1 credits)
 MSU EQ transfer course credit grade

CATEGORY 13 INFORMATION TECHNOLOGY _____ Satisfied _____
 (0-2 credits)
 MSU EQ transfer course credit grade

FOREIGN LANG _____ Satisfied _____
BA STUDENTS ONLY
 (1 year required/max of 8 credits)
 MSU EQ transfer course credit grade

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.	
TRANSFER DEGREES degree institution _____	accepted GE credits needed _____
GENERAL EDUCATION SATISFIED _____ (_____)	



MINNESOTA STATE
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MANKATO