GENERAL EDUCATION
At Minnesota State University, Mankato
2003-2004

Why General Education?
The general education program integrates a broad foundation of knowledge and skills with the study of contemporary concerns. The goals and competencies within the curriculum are reflective of those capabilities essential for all college-educated adults facing the twenty-first century, including emphasis on:

1. Skills needed for effective understanding and communication of ideas through reading, listening, critical and integrative thinking, writing, speaking, and technological literacy;
2. Exploration of various ways of knowing through study of the content, methods of inquiry and creative modes of a broad spectrum of disciplines;
3. Our common membership in the human community, coupled with awareness that we live in a diverse world;
4. The interrelatedness of human society and the natural environment and the ethical dimensions of political, social, and personal life; and

General Education Policies

General Education Guidelines

1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State University, Mankato.
2. A single course may be placed in one or two categories and also may be designated as a Writing Intensive course. Each credit in any of these courses, however, may be counted only once in meeting the 44 credit requirement.
3. The Critical Thinking category (2) may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
4. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
5. For general education credit, students may take no more than two courses or eight (8) credits, whichever is greater, from the same discipline. The only exception is English, in which three (3) courses may be taken. This exception is allowed because of the Category 1A requirement of ENG 101.
6. Categories 1A, English Composition and 4, Mathematical/Logical Reasoning must be completed with a grade of at least “C” or “P”.

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.

Cultural Diversity Designators

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

Writing Intensive “W” Designator.

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

Cultural Diversity: * = Core, ^ = Related
Students will be able to:
(a) demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation of drafts, revision, and editing;
(b) write papers of varying lengths that demonstrate effective explanation, analysis, and argumentation;
(c) become experienced in computer-assisted writing and research;
(d) locate and evaluate material, using PALS, the Internet, and other sources;
(e) analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions;
(f) employ syntax and usage appropriate to academic writing and the professional world.

Cultural Diversity: * = Core, ^ = Related
Course(s) which satisfy this category are as follows:
ENG 101

**Part B: Speech and Oral Reasoning (requires one course, 3 credits or more)**

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

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

Course(s) which satisfy this category are as follows:
CDIS 201 SPEE 100 SPEE 102
SPEE 212 SPEE 233

**Part C: Writing Intensive**

**(requires one course, 3 or more credits)**

**Goal:** Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline:
(a) use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline;
(b) locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences (popular or within the discipline).

Course(s) which satisfy this category are as follows:
CDIS 201 SPEE 100 SPEE 102
SPEE 212 SPEE 233

**Category 2: Critical Thinking**

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

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

Students will be able to:
(a) gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
(b) weigh evidence for and against hypotheses;
(c) recognize, construct, and evaluate arguments;
(d) apply appropriate critical and evaluative principles to texts, documents, or works—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
PSYC 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

Cultural Diversity: * = Core, ^ = Related
**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
- ANTH 250
- 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 170
- HIST 171
- HIST 181
- HIST 190
- HIST 191
- KSP 235
- LAWE 132
- MRKT 100
- POL 100
- POL 104
- POL 111

Cultural Diversity: * = Core, ^ = Related

**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 231
- ART 275
- ART 160
- ART 260
- ART 261
- ENG 110
- ENG 112
- ENG 113
- ENG 114
- ENG 211
- ENG 212
- ENG 213
- ENG 214
- HUM 151
- HUM 155
- HUM 156
- HUM 250
- HUM 280
- HUM 281
- HUM 282
- KSP 251
- MUS 120
- MUS 125
- MUS 126
- PHIL 100
- PHIL 115
- PHIL 120
- PHIL 205
- PHIL 222
- PHIL 224
- PHIL 321
- PHIL 334
- PHIL 336
- PHIL 337
- PHIL 358
- SPEE 310
- THEA 100
- THEA 101
- THEA 285
- URBS 110
- WOST 251

**CATEGORY 7: HUMAN DIVERSITY**  
(requires one course, 3 credits or more)

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

Students will be able to:
(a) understand the development of and the changing meanings of group identities in the United States’ history and culture.

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

Cultural Diversity: * = Core, ^ = Related
(b) demonstrate an awareness of the individual and institution dynamics of unequal power relations between groups in contemporary society;
(c) analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
(d) describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;
(e) demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Course(s) which satisfy this category are as follows:
CDIS 290* EEC 222* ENG 211*
ETHN 100* ETHN 101* ETHN 110*
ETHN 120* ETHN 130* ETHN 140*
ETHN 150* ETHN 200* GER 200*
HIST 151* HIST 155* HIST 190*
HIST 190W* HIST 191* HIST 191W*
HUM 281* KSP 220* KSP 251*
MUS 125* MUS 126* PHIL 115*
POL 102* REHB 110* SOC 100*
SOC 208* SPEE 203* THEA 225*
WOST 110* WOST 251*

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

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

Students will be able to:
(a) describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions;
(b) demonstrate knowledge of cultural, social, religious and linguistic differences;
(c) analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
(d) understand the role of a world citizen and the 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^ ENV 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 170W^ HIST 171^ HIST 171W^ HIST 181 HUM 155^ HUM 156 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^

Cultural Diversity: * = Core, ^ = Related

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

Goal: To develop students’ capacity to identify, discuss and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others positions, be part of the free exchange of ideas, and function as public minded citizens.

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

Course(s) which satisfy this category are as follows:
BLAW 131^ CHEM 131 CORR 106 CORR 250 CORR 255 ENG 213 HIST 180* KSP 101 KSP 250 MASS 110^ PHIL 120^ PHIL 222^ PHIL 224^ PHIL 226 PHIL 240 PHIL 321^ POL 101 POL 107 POL 111 SOC 255 SOWK 190^ SPEE 300 URBS 230 WOST 120 WOST 220^

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

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

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

Course(s) which satisfy this category are as follows:
BIOL 201^ CHEM 133 EEC 205
ENVR 101 GEOG 100^ GEOG 101
GEOG 210 GEOL 100-lab GEOL 121-lab
HLTH 101 PHIL 226 RPLS 282
URBS 150

Category 11: Performance and Participation (requires 2-3 credits)

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

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

Course(s) which satisfy this category are as follows:
CDIS 205 EEC 222* ENG 242 HLTH 210
HP 101 HP 103 HP 104 HP 105
HP 114 HP 117 HP 138 HP 139
HP 143 HP 145 HP 146 HP 147
HP 148 HP 149 HP 150 HP 152
HP 153 HP 154 HP 155 HP 156
HP 157 HP 158 HP 159 HP 161
HP 166 HP 174 HP 175 HP 176
HP 177 HP 178 HP 179 HP 182
HP 190 HP 241 HP 242 HP 245
HP 248 HP 250 HP 252 HP 257
HP 291 HP 130* KSP 220* MUS 101
MUS 102 MUS 103 MUS 104 MUS 105
MUS 106 MUS 111 MUS 112 MUS 113
MUS 114 MUS 115 MUS 116 MUS 117
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:
(a) experience higher personal expectations of his/her ability to meaningfully participate in academic life;
(b) define and give examples of critical thinking;
(c) interact with other students regarding academic matters;
(d) affirm that careful thinking is an important aspect of the educational process;
(e) make a comfortable transition to college life.

Course which satisfies this category is as follows:
FYEX 100

Category 13: Information Technology (requires 0-2 credits)

Goals: To familiarize students with the tools, concepts and societal impact of information technology and to develop the skills necessary to use this technology critically and effectively.

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

Course(s) which satisfy this category are as follows:
COMS 100 COMS 110 EET 115
EET 116 POL 105
Course Descriptions

ANTHROPOLOGY

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

ANTH 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, and the fossil record of human evolution.
GE-3 CD-Related

ANTH 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.
GE-8 CD-Related

ANTH 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.
GE-5, 8 CD-Related

ANTH 250 (4) Portraits of Culture
Students learn about human cultures through classic anthropological writing and film, and write weekly or biweekly short essays about this colorful subject matter. Written work is shared, discussed and revised, graded and revised again so that students can select their most polished work for submission for their final course grade.
GE-1C, 5 CD-Related

ART

ART 100 (3) Elements and Principles of Art
2-D visual problem solving and art-making strategies using the elements and principles of design.
GE-6

ART 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.
GE-6, 8 CD-Related

ART 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.
GE-6

ART 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).
GE-6, 8 CD-Related

ART 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.
GE-6, 8 CD-Related

ART 275 (3) Photography
Introduction to the techniques and expressive potential of B/W photography.
GE-6

ASTRONOMY

AST 101 (3) Introduction to Astronomy
Broad survey of astronomy: the night sky, seasons, moon phases, eclipses, light, telescopes, stars, stellar evolution, galaxies, cosmology, the solar system.
GE-3

AST 102 (3) Introduction to the Planets
Survey of our solar system: the sun, planets, moons, asteroids, comets, and meteoroids; history of the discovery and exploration of the solar system.
GE-3

AST 104 (2) Introduction to Experimental Astronomy
Experiments in astronomy; astronomical observations; measurement, interpretation, and analysis of various types of astronomical data.
Pre or Coreq: AST 101 or 102
GE-3

AST 115 (2) Life in the Universe
The probability of extraterrestrial intelligent life; the chemical basis of life; planetary environments; habitable zones; the Drake equation; UFOs; space travel; interstellar communication; limits on technical civilizations.
GE-2, 3

BIOL 100 (4) Our Natural World
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.
GE-3

BIOL 102 (3) Biology of Women
An introduction to biological topics of special interest to women with emphasis on anatomic and physiologic changes over the course of a woman’s lifetime. Designed for students not majoring in science. Presents fundamental biologic concepts within this specialized context and provides opportunity to collect, evaluate, and analyze data.
GE-3 CD-Core

BIOL 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 biotechnology.
GE-1C, 3
BIOL 105 (4) General Biology I
Study of biological processes at the suborganismal level including cell chemistry, metabolism, reproduction, genetics, and complex tissue physiology. Laboratory and discussion sessions stress problem solving and experimental design.
GE-1C, 3

BIOL 201 (3) Ecology and Human Society
Ecological principles as related to current environmental problems. Topics of current interest include energy, human demography, food productions, pollution, and social, political, and economic change. Designed for non-science majors
GE-8, 10 CD-Related

BIOL 270 (4) Microbiology
An introduction to the general principles and methods used in the study of microorganisms. Lab included.
Pre: 1 BIOL course and 1 CHEM course
GE-3

BUSINESS LAW

BLAW 131 (3) Consumer Law & Ethics
A survey of the law and ethics 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.
GE-9 CD-Related

CHEMISTRY

CHEM 100 (4) Chemistry in Society
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.
GE-3

CHEM 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.
GE-3

CHEM 111 (5) Chemistry of Life Processes
This course is an introduction to organic chemistry and biological chemistry for students in nursing, dental hygiene, dietetics, and athletic training. The laboratory will reinforce lecture concepts.
Pre: CHEM 105 or High School Chemistry
GE-2, 3

CHEM 131 (3) Forensic Science
This chemistry course explores the scientific basis of crime-fighting using physical evidence. Course topics will include discussions of different kinds of evidence, how evidence must be preserved in order to be of value, how to select and analyze samples, and especially how to interpret results of scientific tests. Case studies will be used as examples throughout the course. There will also be discussions of ethical questions about the collection, analysis, and uses of forensic data.
GE-3, 9

CHEM 132 (3) Chemistry of Energy
This course 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. In conjunction with this information the environmental and societal consequences for each alternative will be explored.
GE-3

CHEM 133 (3) Challenges to Our Global Environment
This course will examine two of the most significant environmental challenges facing modern society: stratospheric ozone depletion and global climate change, from an interdisciplinary perspective. The course will start by examining, with a minimum of mathematics, the scientific basis and evidence for these phenomena, and then go on to consider the potential implications of and solutions to these challenges. In order to understand these potential implications and solutions, we must realize and understand the interdisciplinary nature of these challenges.
GE-2, 10

CHEM 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 of 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.
GE-3

CHEM 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.
Pre: MATH 112 or equivalent; high school chemistry, CHEM 105 or instructors consent
GE-2, 3

COMMUNICATION DISORDERS

CDIS 201 (3) Observation of Human Communication
Procedures for observing, describing, analyzing behaviors associated with human communication.
Open to non-majors.
GE-1B

CDIS 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.
GE-11

CDIS 290 (3) Introduction to Communication Disorders
Classification and management of speech, language and hearing disorders.
GE-7 CD-Core

COMPUTER SCIENCE

COMS 100 (4) Introduction to Computer Science
This course provides a basic foundation in computer concepts and literacy. Topics include the development of computers, hardware, software, and their social implications. The 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, databases, and presentation software. This course cannot be counted toward any major or minor offered by the Computer and Information Sciences department.

**GE-13**

**COMS 110 (4) Foundation of Computer Science**
This course provides a comprehensive introduction to the foundations of computer science. The topics covered include algorithms, pseudocode, computer theory, computer hardware, computer software, and the related social issues. Lab work develops familiarity with both hardware and software. The course is intended to provide knowledge and skills applicable to all disciplines while providing a broad introduction to the field of computer science.
Pre: MATH 112 (College Algebra)

**GE-13**

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

**GE-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.

**GE-5, 9**

**CORR 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.

**GE-5**

**CORR 250 (3) Social Justice in School and Community**
Analyzing justice as it relates to (1) education, and (2) 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.

**GE-9**

**CORR 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.

**GE-5, 9**

**COUNSELING & STUDENT PERSONNEL**

**CSP 110 (3) Decision Making for Career and Life**
The purpose of this course is to help students develop critical thinking, problem solving and decision making skills necessary to manage the challenges they face now (choice of major) and in the future (career choice and balancing work and life roles).

**GE-2**

**ECONOMICS**

**ECON 100 (3) An Introduction to the U.S. 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.

**GE-5**

**ECON 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.

**GE-5**

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

**GE-5**

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

**GE-1C, 5, 8 CD-Related**

**ELEMENTARY & EARLY CHILDHOOD EDUCATION**

**EEC 205 (3) Service Learning: Society and the Environment**
Study of interpersonal skills, motivation and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.

**GE-10**

**EEC 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.

**GE-1C, 7, 11 CD-Core**

**ELECTRONIC ENGINEERING TECHNOLOGY**

**EET 112 (3) Elementary Electronics**
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.

**GE-3**

**EET 115 (3) Understanding Computers**
A self-paced, interactive, multi-media course, for nonengineering students, exploring the basics of computer hardware. The course will cover concepts behind computer design and operation, exploring issues such as the need for RAM, Hard Drive memory, ROM, etc., the interaction between computer software and hardware, and related issues.

**GE-13**

**EET 116 (3) Communications-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 in digital communications will be discussed and demonstrated through simulation. A consumer example of digital communication will be given.

**GE-13**

**EET 125 (3) Perspective on Technology**
Historical, cultural, ethical, philosophical, developmental, and creative aspects of engineering and technology as a discipline are explored. Course also examines concepts and events leading to important innovations of recent times; microwave ovens, FAX machines, personal computers, traffic signals, and video games. Available for general education and cultural diversity offered as self-paced on line format.

**GE-8 CD-Related**
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. Students will also become experienced in computer-assisted writing and research.
GE-1A

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

ENG 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.
Pre: ENG 101
GE-1C, 6 CD-Related

ENG 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.
GE-1C, 6 CD-Related

ENG 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 directing; and functions of genre and social beliefs.
GE-6

ENG 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 peoples, 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.
GE-1C, 6, 7 CD-Core

ENG 212 (4) Perspectives in 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.
GE-1C, 6, 8 CD-Related

ENG 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.
GE-1C, 6, 9

ENG 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.
GE-6

ENG 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.
GE-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.
GE-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.
GE-5, 7 CD-Core

ETHN 101 (3) Introduction to Multicultural & Ethnic Studies
This course introduces students to multicultural and ethnic knowledge and values in and outside the United States. Students are exposed to such issues as race, culture, ethnicity, dominance, immigration, stereotypes, discrimination, and intergroup relations through interdisciplinary approaches—anthropological, economic, historical, political, psychological and/or sociological.
GE-5, 7 CD-Core

ETHN 101 (3) Introduction to African American Studies
This course will explore the historical, social, political, and cultural experiences of African Americans. It will also examine the contributions of African Americans to the growth and development of the United States.
GE-1C, 5, 7 CD-Core

ETHN 110 (3) Introduction to African American Studies
This course will explore the historical, social, political, and cultural experiences of African Americans. It will also examine the contributions of African Americans to the growth and development of the United States.
GE-1C, 5, 7 CD-Core

ETHN 120 (3) Introduction to American Indian Studies
This course is an examination of the historical and contemporary issues and forces affecting American Indian peoples.
GE-1C, 5, 7 CD-Core

ETHN 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.
GE-1C, 5, 7 CD-Core

ETHN 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.
GE-1C, 5, 7 CD-Core
ETHN 150 (3) Multi-Cultural/Ethnic Experience
Students will participate in field trips, activities, and guest discussions that will enable them to interact with people ethnically (race, religion, lifestyle, 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.

GE-7  CD-Core

ETHN 200 (3) Interracial/Interethnic Dating/Marriage
This course deals with the history of interracial/interethnic and intergroup (sex, age, religion, etc.) dating and marriage in the U.S. It will explore dating patterns, mate selection theories and impacts on multi-racial children in the area of identity and adjustment.

GE-7  CD-Core

FAMILY CONSUMER SCIENCE

FCS 100 (3) Personal & 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.

GE-5

FCS 140 (3) Introduction to Nutrition
An introductory nutrition class which emphasizes the scientific method and natural science principles from biochemistry, physiology, chemistry, and other sciences to explain the relationships between food and its use by the human body for energy, regulation, structure, and optimal health.

GE-3

FIRST YEAR EXPERIENCE

FYEX 100 (1) First Year Seminar

GE-12

FREN

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

GE-8

FREN 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

GE-8

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

GE-8

FREN 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

GE-8

FREN 302 (2-4) Composition
Review of grammar and vocabulary. Practice in descriptive, narrative, and expository prose. Pre: FREN 201, 202, or equivalent

GE-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 tasked to think critically and diversely about various cultures and features of the modern world.

GE-8, 10  CD-Related

GEOG 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 using North America and world-wide examples. Some coverage of human-environmental relations.

GE-3, 10

GEOG 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 management of land and natural resources.

GE-5, 8  CD-Related

GEOG 210 (3) Landscapes and Places
Introduction to the concepts of landscape and place in a variety of geographical writings. Emphasizes works with strong regional overtones. The interaction between the physical and cultural environments is paramount. Field observation and integrating imagery into original student writing documents is also addressed.

GE-1C, 10

GEOLOGY

GEOL 100 (3) Our Geologic Environment
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.

GE-3, 10

GEOL 121 (4) Physical Geology
Physical geology is the study of how the earth works. From mountain building 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.

GE-3, 10

GEOL 122 (4) Earth History
An examination of the development and evolution of life on earth. In addition to reviewing the range of life form 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.

GE-3
**GERMAN**

**GER 101 (4) Elementary German I**  
Introduction to German for students with little or no language experience.  
*GE-8*

**GER 102 (4) Elementary German II**  
Pre: GER 101 or equivalent  
*GE-8*

**GER 201 (4) Intermediate German I**  
A review of German structure and its application to reading, conversation, and composition.  
Pre: GER 102 or equivalent  
*GE-8*

**GER 202 (4) Intermediate German II**  
Pre: GER 201 or equivalent  
*GE-8*

**GERONTOLOGY**

**GERO 200 (3) Aging: Interdisciplinary Perspectives**  
Introduction to human aging. Overview of social, psychological, and physical changes and social policy considerations.  
*GE-7 CD-Core*

**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.  
*GE-10*

**HLTH 210 (3) First Aid & 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.  
*GE-11*

**HLTH 212 (3) Consumer Health Issues**  
This a course 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.  
*GE-2*

**HLTH 310 (3) Drug Education**  
Addresses drugs and drug use from psychological, behavioral, pharmacological, historical, legal and clinical perspectives - while examining the effects of drug use on personal health and social functioning.  
*GE-5*

**HISTORY**

**HIST 151 (3) African-American History**  
A survey of African-American history from African origins to the present.  
*GE-5, 7 CD-Core*

**HIST 153 (3) War & 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.  
*GE-5, 8*

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

**HIST 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.  
*GE-5, 7 CD-Core*

**HIST 170 (4) Ancient World Civilization to 1500**  
A history of the physical, political, cultural, social, and economic foundations of world civilizations to 1500.  
*GE-5, 8 CD-Related*

**HIST 170W (4) Ancient World Civilization to 1500**  
A history of the physical, political, cultural, social, and economic foundations of world civilizations to 1500. Same content as HIST 170, except this course satisfies GE-1c, Writing Intensive. Students may not take both HIST 170 and HIST 170W for credit.  
*GE-1C, 5, 8 CD-Related*

**HIST 171 (4) World Civilization, 1500-Present**  
Review of major changes in World Civilizations since 1500.  
*GE-5, 8 CD-Related*

**HIST 171W (4) World Civilization, 1500-Present**  
Review of major changes in World Civilization since 1500. Same content as HIST 171, except this course satisfies the writing intensive, GE-1c. Students may not take both HIST 171 and HIST 171W for credit.  
*GE-1C, 5, 8 CD-Related*

**HIST 180 (4) European History to 1648**  
A survey of European civilization from Egypt to the end of the Thirty Years War.  
*GE-1C, 5, 9 CD-Core*

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

**HIST 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.  
*GE-5, 7 CD-Core*

**HIST 190W (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. Same content as HIST 190, except this is a writing intensive course and satisfies GE-1c. Students may not take both HIST 190 and HIST 190W for credit.  
*GE-1C, 5, 7 CD-Core*

**HIST 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.  
*GE-5, 7 CD-Core*
HIST 191W (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. This course has the same content as HIST 191, but is approved as fulfilling GE-1c. Students may not take both HIST 191 and HIST 191W for credit.
GE-1C, 5, 7  CD-Core

Human Performance

HP 101 (1) Developmental/Adapted Exercise
For students with disabilities who will benefit from a guided program of individualized exercise.
GE-1I

HP 103 (1) Fitness for Living
Concepts and development of lifelong healthy exercise and nutritional habits.
GE-1I

HP 104 (1) Adult Fitness
This course is designed to provide specific information and strategies to allow adults to develop or maintain life-long healthy exercise habits that impact physical fitness in one or more of the following areas: cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.
GE-1I

HP 105 (1) Beginner and Advanced Beginner Swimming
Introduction to basic swimming skills; basic rescue and water safety skills and techniques; stroke instruction in front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke.
GE-1I

HP 114 (1) Billiards and Bowling
Theory and practice of billiards or bowling.
GE-1I

HP 117 (1) Aerobic Conditioning
Theory and practice of aerobic conditioning.
GE-1I

HP 130 (1) Self-Defense for Women
Includes street fighting techniques and personal safety tips.
GE-1I  CD-Core

HP 138 (1) Beginning Horsemanship
Basic skills of horseback riding-western and English.
GE-1I

HP 139 (1) Winter Survival
The winter survival (WS) seminar is designed to provide student with an introduction to winter survival techniques applicable to severe and varying weather conditions. Classroom lecture and outdoor hands-on training is utilized to accomplish course objectives.
GE-1I

HP 143 (1) Aqua Exercise
Development of cardiovascular fitness, strength, flexibility, and endurance through a variety of exercise formats in the water. Swimming ability not a prerequisite.
GE-1I

HP 145 (1) Aquatic Conditioning and Water Polo
Introduction to conditioning techniques for aquatic activities (swimming, triathlon, water polo, etc.). Development of cardiovascular fitness, strength, flexibility, and endurance. Individual/team skills and techniques of water polo.
Pre: Swim 500 yards without stopping.
GE-1I

HP 146 (1) Intercollegiate Bowling
Pre: Bowling experience/averages.
GE-1I

HP 147 (1) Intercollegiate Cross Country
Open for credit to those on the intercollegiate team
Pre: Selection for team
GE-1I

HP 148 (1) Intercollegiate Softball
Open for credit only for those students who make the MSU team and who complete the requirements.
Pre: Selection for team
GE-1I

HP 149 (1) Intercollegiate Volleyball
Open for credit only for those students who make the MSU team and who complete the requirements.
Pre: Selection for team
GE-1I

HP 150 (1) Intercollegiate Wrestling
Open for credit to those who make the wrestling team and complete the requirements.
Pre: Selection for team
GE-1I

HP 152 (1) Intercollegiate Track and Field
Open for credit to those who make the team and complete the requirements.
Pre: Selection for team
GE-1I

HP 153 (1) Intercollegiate Swimming
Open for credit only for those students who make the MSU team and who complete the requirements.
Pre: Selection for team
GE-1I

HP 154 (1) Intercollegiate Football
Open for credit only for those students who make the MSU team and who complete the requirements.
Pre: Selection for team
GE-1I

HP 155 (1) Intercollegiate Basketball
Must be on intercollegiate roster.
Pre: Selection for team
GE-1I

HP 156 (1) Intercollegiate Baseball
Class for only students on the intercollegiate baseball team Need permission to register.
Pre: Selection for team
GE-1I

HP 157 (1) Intercollegiate Golf
Open for credit to those who make the team and complete the requirements.
Pre: Selection for team
GE-1I

HP 158 (1) Intercollegiate Tennis
Open for credit to those who make the team and complete the requirements.
Pre: Selection for team
GE-1I
HP 159 (1) Intercollegiate Hockey
This course is admission by permission only. The course is limited to male students who are members of the MSU intercollegiate hockey team.
Pre: Selection for team
GE-11

HP 161 (1) Intercollegiate Soccer
Participation in NCAA II soccer.
Pre: Selection for team
GE-11

HP 166 (1) Team Game Skills
Flag/Touch Football, Softball (fast and slow pitch), Soccer, Speedball, Ultimate, Volleyball, Basketball, Team handball.
GE-11

HP 174 (1) IDA: Gymnastics
Participation and increase skill knowledge through activity in track and field or gymnastics.
GE-11

HP 175 (1) Fitness Activities
Participation and increase skill knowledge through activity in body building, physical conditioning, and aerobics.
GE-11

HP 176 (1) Lifetime Act I: Tennis
Acquaint student with the basic skills, strategy and rules of badminton, tennis, or racquetball.
GE-11

HP 177 (1) Lifetime Act II: Golf
Basic skills and knowledge of terminology, rules, and strategy in archery or golf.
GE-11

HP 178 (1) Social, Folk and Square Dance Techniques
Techniques of traditional folk dance, square dance and fundamentals of a variety of social dances.
GE-11

HP 179 (1) Winter Activities
Skiing, cross-country skiing, ice skating, or snowboarding.
GE-11

HP 182 (1) Aquatic Skills
Overview of aquatic skills and activities. Basic techniques and practical experience in teaching aquatic skills and activities.
Pre: Human Performance major or Aquatic emphasis. Ability to swim front crawl, back crawl, elementary backstroke, sidestroke, breaststroke. Developing teaching skills and curriculum.
GE-11

HP 190 (1) Sport Activities
Variable content based on demand.
Pre: Varies depending on activity
GE-11

HP 241 (1) Sailing
Students must furnish Coast Guard approved wearable life preserver. Beginning and intermediate sailing techniques. Sailboat racing.
Pre: Swimming ability
GE-11

HP 242 (1) Canoeing
Paddling skills and safety/rescue techniques. Beginning white water skills. Students must provide their own personal floatation devices.
Pre: Swimming ability
GE-11

HP 245 (1) Intermediate Swimming
Pre: Front crawl, back crawl, elementary backstroke, sidestroke, breaststroke.
GE-11

HP 248 (1) Stroke Analysis
Pre: Ability to swim strokes
GE-11

HP 250 (2) Lifeguard Training
Explanations, demonstrations, practice, and review of skills required of lifeguards. Red Cross certification.
Pre: Swim 500 yards. Front crawl, breaststroke, elementary backstroke, sidestroke.
GE-11

HP 252 (1) Officiating Theory
The course is designed to give an overview of approximately five sports. Emphasis is placed on the philosophy behind sport officiating. Discussion involves how to get started, organization helpful to officials, learning materials, stipends to be earned, types of equipment, and cost.
GE-11

HP 257 (2) Water Safety Instructor (WSI)
American Red Cross requirements for Water Safety Instructor (WSI) certification. Practical experiences included.
Pre: Swim 500 yards. Front crawl, back crawl, elementary backstroke, breaststroke, sidestroke
GE-11

HP 291 (2) Concepts of Fitness
Adult fitness, from theory to practice.
GE-11

HUMANITIES

HUM 150 (4) Western Humanities I: Beginnings through the Renaissance
An introduction to the interdisciplinary study of the Western Humanities, from ancient times through the Renaissance. Artistic, philosophical and religious forms of cultural expression are considered within their social and historical contexts.
GE-6 CD-Related

HUM 151 (4) Western Humanities II: Renaissance through the Present
An introduction to the interdisciplinary study of the Western Humanities, from the Renaissance to the present. Artistic, philosophical and religious forms of cultural expression are considered within their social and historical contexts.
GE-6 CD-Related

HUM 155 (4) Global Humanities I
An introduction to the interdisciplinary study of the humanities, as expressed through the cultures and traditions of the Middle East, North Africa, South Asia, and East Asia. Artistic, philosophical and religious forms of cultural expression are considered within their social and historical contexts.
GE-6, 8 CD-Related
HUM 156 (4) Global Humanities II
An introduction to the interdisciplinary study of the humanities, as expressed through the cultures and traditions of sub-Saharan Africa, Latin America, and the Pacific region. Artistic, philosophical, and religious forms of cultural expression are considered within their social and historical contexts.
GE-6, 8

HUM 250 (4) Perspectives in Humanities
Explores the critical analysis of written, visual and/or musical texts; considers these texts from a variety of cultural and historical contexts; and analyzes issues that engage basic questions of human existence, for individuals and societies. May be repeated when topic changes.
GE-1C, 6

HUM 280 (4) Humanities Traditions
Historical or cultural periods, beliefs, or movements within the larger Western traditions of 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.
GE-1C, 6

HUM 281 (4) Human Diversity and Humanities Traditions
Cultural and artistic traditions of groups that have experienced discrimination or exclusion in U.S. society and how these groups express themselves through the visual, literary and performing arts and other forms. May be repeated when topic changes.
GE-1C, 6, 7 CD-Core

HUM 282 (4) Global Perspectives and Humanities Traditions
Historical or cultural periods, beliefs, or movements of one of 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.
GE-1C, 6 CD-Related

LAW ENFORCEMENT

LAWE 132 (3) Crime and Punishment
An overview of conflicting theories in criminal justice and the tools to critically evaluate the theories and present the strengths and weaknesses of each in written, oral or other forms.
GE-5

MARKETING

MRKT 100 (3) Global Business Concepts
Focuses on the basic business functions of Accounting, Finance, Management, and Marketing in global context.
GE-5

MASS COMMUNICATIONS

MASS 110 (3) Introduction to Mass Communications
Nature, functions and responsibilities of the media in contemporary society.
GE-9 CD-Related

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: Three years high school algebra/geometry or MATH 098 GE-4

MATH 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, determinants, conic sections, sequences and series, probability, and binomial theorem.
GE-4

MATH 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, exponential and logarithmic functions), trigonometric functions, analytic geometry. Pre: Three years of high school algebra/geometry or MATH 098 GE-4

MATH 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 of high school mathematics or equivalent GE-4

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

MATH 130 (4) Finite Math 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, decision making. Pre: Three years of high school mathematics GE-4

MATH 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 GE-4

MATH 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 GE-4

MATH 184 (3) Mathematical Reasoning
Designed to increase a student’s ability to reason quantitatively and to communicate mathematics effectively 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. Students will learn modeling strategies and relevant historical perspectives of mathematics. Pre: Three years of high school mathematics GE-4
MATH 201 (3) Elements of Mathematics I
Nature of mathematics from a problem solving approach using sets, relations, number systems through integers, rational numbers and discrete mathematics.
Pre: Three years of high school algebra/geometry or MATH 098
GE-4

MUS

MUS 101 (1) Concert Choir
Select ensemble which performs on and off campus.
Pre: Audition Required
GE-11

MUS 102 (1) Women’s Chorale
Large chorus. Open to all qualified students. Previous singing experience desirable but not required. No audition.
GE-11

MUS 103 (1) Choral Ensemble-Chamber Singers
A select group of approximately 20 singers who perform works for small ensemble. The group tours regularly in the state and in the region.
Pre: Audition Required
GE-11

MUS 104 (1) Opera Chorus
Performs choral repertory drawn from operatic literature.
Pre: Audition Required
GE-11

MUS 105 (1) Maverick Men’s Chorus
The Maverick Men’s Chorus is an ensemble dedicated to performing fine music from a wide repertoire available for men’s chorus. Open to students as well as members of the university community at large. No audition required.
GE-11

MUS 106 (1) MSU Vocal Jazz Ensemble
Ensemble specializing in the performance of vocal jazz literature.
Pre: Admission by audition only.
GE-11

MUS 111 (1) Wind Ensemble
A select group of wind and percussion players. Open to all students who play a band instrument. Concerts on and off campus.
Pre: Audition Required
GE-11

MUS 112 (1) Symphonic Band
Open to all students who play a band instrument. No audition required.
GE-11

MUS 113 (1) Pep Band I
Open to any qualified student who plays a band instrument. Plays for hockey and basketball games.
Pre: Audition Required
GE-11

MUS 114 (1) Drum Corp
Open to students who play a band instrument.
Pre: audition required.
GE-11

MUS 115 (1) Jazz Band II
GE-11

MUS 116 (1) University Orchestra
Open to all qualified students who play an orchestral instrument.
Pre: Audition Required
GE-11

MUS 117 (1) Theatre Orchestra
Plays for theatre productions.
Pre: Audition Required
GE-11

MUS 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.
GE-6 CD-Related

MUS 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.
GE-6, 7 CD-Core

MUS 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 Blue in the 40’s, and through to the present, minority groups have had a major influence on the music.
GE-6, 7 CD-Core

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 structured 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.
GE-11

PHILOSOPHY

PHIL 100 (3) Introduction to Philosophy
Introduction to the nature of philosophy and specific, basic problems.
GE-1C, 6

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

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

PHIL 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?
GE-1C, 6, 7 CD-Core
PHIL 120 (3) Introduction to Ethics
Discussion of theories of value and obligation.
GE-IC, 6, 9 CD-Core

PHIL 205 (3) Culture, Identity, and Diversity
Discussion of 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 traditions.
GE-IC, 6, 8 CD-Related

PHIL 222 (3) Medical Ethics
Ethical perspectives relevant to issues such as euthanasia, genetic engineering, organ transplant, patients’ rights, abortion, etc.
GE-IC, 6, 9 CD-Related

PHIL 224 (3) Business Ethics
Introduction to ethical theories and concepts and their application to specific cases in the world of business.
GE-IC, 6, 9 CD-Related

PHIL 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 contact.
GE-IC, 9, 10

PHIL 240 (3) Law, Justice & Society
Consideration of the basic philosophical approaches to the idea of justice and how this idea relates to other fundamental ideas in political philosophy, ethics, and law.
GE-IC, 6, 9

PHIL 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.
GE-2, 4

PHIL 321 (3) Social & Political Philosophy
Human rights and responsibilities in relation to the organization of society and government.
GE-6, 9 CD-Related

PHIL 334 (3) History of Philosophy: Classical Philosophy
Philosophers of Ancient Greece, Rome and the early middle ages: The presocratics, Plato, Aristotle, Hellenistic and Roman philosophers, St. Augustine.
GE-1C, 6

PHIL 336 (3) History of Philosophy: Renaissance and Modern Philosophy
Late Medieval Philosophy and its influence on the Renaissance, Descartes, Spinoza, Leibnitz and Continental Rationalism, Locke, Berkeley, Hume and British Empiricism, and Kant.
GE-1C, 6

PHIL 337 (3) 19th Century Philosophy
Philosophers and philosophies of the 19th century.
GE-6

PHIL 358 (3) Eastern Philosophy
Survey of principle philosophical doctrines of ancient Chinese philosophers and a survey of Indian philosophical speculation.
GE-IC, 6, 8 CD-Related

PHYS 100 (3) Cultural Physics
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 universe are discussed.
GE-3 CD-Related

PHYS 101 (3) Introductory Physics
A one semester course which covers the basic principles of physics on a conceptual level and with a minimal amount of math. The course provides an understanding of natural processes and their applications. Topics generally include mechanics, simple machines, atomic structure, heat, light and sound. Lecture and laboratory components.
GE-3

PHYS 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 technology (or how things work!), including the greenhouse effect and nuclear power.
GE-3

PHYS 105 (3) Time, Atomic Clocks, and Relativity
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.
GE-3

PHYS 107 (3) Physics of Flight
A one semester course which covers the basic principles of physics and flying on a conceptual level. Minimal math will be required. The course provides an understanding of physics and how it applies to the technology of flight. Topics include lift and drag; power plants and propulsion; stability; control; aircraft performance and history; subsonic and supersonic aerodynamics. Intended for students interested in aviation. Lecture, discussion, guided experiences at the University and at the Mankato airport.
GE-3

PHYS 110 (3) Physics and Our Audio Environment
A one semester course which covers the basic principles of physics as they apply to audio systems, their specifications, and our audio environment. Presented at a conceptual level. Lecture and laboratory.
GE-3

PHYS 211 (4) Principles of Physics I
General background in physical concepts for those who do not plan advanced study in physics or engineering. Topics include mechanics, fluids, heat and thermodynamics. Lecture and laboratory.
Pre: Either MATH 112 and 113 or MATH 115; either high school physics or PHYS 101; or consent
GE-2, 3

PHYS 221 (5) General Physics I
Designed for science and engineering students. Covers elementary mechanics including dynamics of particles, work and energy, rotational motion, and gravitation. Also discusses oscillations and thermodynamics. Lecture and laboratory.
Pre: MATH 121, high school physics or PHYS 101.
GE-2, 3
<table>
<thead>
<tr>
<th>POLITICAL SCIENCE</th>
<th>PSYCHOLOGY</th>
</tr>
</thead>
</table>
| **POL 100 (3) Introduction to Politics**  
Study of the nature of politics and government and their influence on society and human behavior.  
*GE-5* | **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.  
*GE-5* |
| **POL 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.  
*GE-9, 11* | **PSYC 103 (3) Psychology Today**  
Introduces students to major issues in society that impact their lives, behaviors, and the way they think. Course requires student to critically address controversial and non-controversial issues through clear argumentations, intensive writings, research, and presentations.  
*GE-1C, 2* |
| **POL 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 helps students participate vicariously in experience of oppressed groups, reflect on their own attitudes and behavior regarding diversity, racism and bigotry.  
*GE-7 CD-Core* | **PSYC 206 (4) The Human Mind**  
An overview of psychology from the cognitive perspective. What we know about the mental processes that underlie human activities and how we study them.  
*GE-5* |
| **POL 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.  
*GE-1C, 2* | **RECREATION, PARKS & LEISURE SERVICES** |
| **POL 104 (3) Understanding the U.S. 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.  
*GE-5* | **RPLS 278 (3) Leisure and Lifestyle**  
This course addresses leisure wellness and incorporates leisure into life as a balancing force for healthy living. Leisure is studied in relation to: work, time and money management, stress management, healthy relationships, life choices and decisions, personal and community resources, career opportunities and in relation to current issues in politics and in the work place.  
*GE-11* |
| **POL 105 (2) 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.  
*GE-13* | **RPLS 282 (3) Wildlife as a Recreational Resource**  
A broad survey course that is concerned with game and non-game wildlife species. Habitat is stressed throughout the course as a necessity for maintaining a species. Funding of wildlife programs and changing attitudes of the public are concerns throughout this course.  
*GE-10* |
| **POL 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.  
*GE-8 CD-Related* | **REHABILITATION COUNSELING** |
| **POL 107 (3) Freedom and Authority**  
This course explores notions of freedom and authority across cultures and through time. By using political writings, 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.  
*GE-1C, 9* | **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.  
*GE-1C, 7 CD-Core* |
| **POL 111 (3) United States Government**  
Become informed enough to play your part in governing the United States. Start by learning about the Constitution, our rights and freedoms, how the national government works and the opportunities and challenges of citizen influence. Political Science methods, and the challenges of citizenship are emphasized.  
*GE-5, 9* | **SCANDINAVIAN STUDIES** |
| **SCAN 101 (4) Elementary Norwegian I**  
An introduction to the basic skills of listening, speaking, reading, and writing coupled with culture.  
*GE-8* | **SCAN 104 (4) Elementary Swedish I**  
An introduction to the basic skills of listening, speaking, reading, and writing, coupled with cultural notes.  
*GE-8* |
| **SCAN 102 (4) Elementary Norwegian II**  
An introduction to the basic skills of listening, speaking, reading, and writing coupled with culture.  
Pre: SCAN 101  
*GE-8* | **SCAN 206 (4) The Human Mind**  
An overview of psychology from the cognitive perspective. What we know about the mental processes that underlie human activities and how we study them.  
*GE-5* |
| **SCAN 103 (4) Elementary Norwegian II**  
An introduction to the basic skills of listening, speaking, reading, and writing coupled with culture.  
Pre: SCAN 101  
*GE-8* | **PSYC 206 (4) The Human Mind**  
An overview of psychology from the cognitive perspective. What we know about the mental processes that underlie human activities and how we study them.  
*GE-5* |
SCAN 112 (4) Elementary Swedish II
An introduction to the basic skills of listening, speaking, reading, and writing, coupled with cultural notes.
Pre: SCAN 111
GE-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.
GE-9

KSP 220 (3) Human Relations in a Multicultural Society
Study of interpersonal skills, motivation, and group skills. Applied to educational settings. Requires 18 hours clinical service learning experience (out of class). Meets State of Minnesota human relations requirement for teacher licensure.
GE-1C, 7, 11 CD-Core

KSP 235 (3) Human Development
Designed for non-teacher education students, this is a general education course considering human development from a life span perspective.
GE-5

KSP 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.
GE-9

KSP 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.
GE-6, 7 CD-Core

SOCIOLOGY

SOC 100 (3) Social Problems
A critical description and analysis of selected social problems, with an emphasis on the sociological perspective, critical thinking, roots of group inequality, and exploration of solutions and alternatives to existing social problems.
GE-5, 7 CD-Core

SOC 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 globalization.
GE-5, 8 CD-Related

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

SOC 202 (3) Introductory Social Statistics
Basic descriptive and inferential statistics used in the analysis of sociological data.
Pre: SOC 101
GE-4

SOC 208 (3) Courtship, Marriage & Family
Social processes and structures of courtship, marriage, and family; relationships between society, culture, family systems, families and individuals.
GE-5, 7 CD-Core

SOC 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.
Pre: SOC 101
GE-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.
GE-8

SPAN 102 (4) Elementary Spanish II
An introduction to the basic language skills of listening, speaking, reading and writing; presentation of condensed cultural notes.
Pre: SPAN 101 or equivalent
GE-8

SPAN 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
GE-8

SPAN 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
GE-8
## SPEECH COMMUNICATIONS

**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.  
*GE-1B*

**SPEE 102 (3) Public Speaking**  
A course in communication principles to develop skills in the analysis and presentation of speeches.  
*GE-1B*

**SPEE 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.  
*GE-7, 8 CD-Core*

**SPEE 212 (3) Oral Communication for Business and the Professions**  
Designed to help students improve oral communication skills in the workplace. The emphasis is on the preparation and presentation of public messages in formats commonly used in business and professional settings. Listening as an oral communication skills in the workplace will be explored, as will the role of intercultural communication in the workplace. Individual speeches, group presentations, and interviews are the major presentations.  
*GE-1B*

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

**SPEE 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.  
*GE-1B*

**SPEE 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.  
*GE-9*

**SPEE 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.  
*GE-6, 11*

## THEATRE & DANCE

**THEA 100 (3) Introduction to Theatre**  
Survey of theatre arts; lectures, with lab experience available.  
*GE-6 CD-Related*

**THEA 101 (3) Acting for Everyone**  
Performance scenes and exercises for the beginner.  
*GE-6*

**THEA 102 (1-2) Theatre Activity: Acting**  
Acting in a mainstage or approved production.  
Pre: Consent  
*GE-11*

**THEA 103 (1-2) Theatre Activity: Management**  
Work on stage or house management, or public relations.  
Pre: Consent  
*GE-11*

**THEA 105 (1-2) Theatre Activity: Stagecraft**  
Work on stage crew in a mainstage production.  
Pre: Consent  
*GE-11*

**THEA 107 (1-2) Theatre Activity: Costume**  
Work on costume crew in a mainstage production.  
Pre: Consent  
*GE-11*

**THEA 108 (1-2) Theatre Activity: Lighting**  
Work on lighting crew in a mainstage production.  
Pre: Consent  
*GE-11*

**THEA 109 (1-2) Theatre Activity: Sound**  
Work on sound crew in a mainstage production.  
Pre: Consent  
*GE-11*

**THEA 123 (1) Beginning Jazz Dance**  
Fundamentals of beginning jazz dance technique.  
*GE-11 CD-Core*

**THEA 125 (1) Afro-Caribbean Dance Forms**  
*GE-11 CD-Core*

**THEA 126 (1) Beginning Ballet**  
Fundamentals of beginning ballet technique.  
*GE-11*

**THEA 127 (1) Beginning Tap Dance**  
Fundamentals of tap dance technique utilized in musical theatre.  
*GE-11*

**THEA 128 (1) Beginning Modern Dance**  
Fundamentals of beginning modern dance technique and improvisation.  
*GE-11*

**THEA 223 (2) Intermediate Jazz Dance**  
Expanding jazz dance technique moving into musical theatre dance combinations.  
Pre: THEA 123 or consent.  
*GE-11 CD-Core*

## 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.  
Pre: Three years high school algebra or MATH 098  
*GE-4*
THEA 225 (3) World Dance in Cultural Perspective
Cross-cultural survey of dance with emphasis on historical, social and cultural dimensions.
Pre: THEA 125, 126 or 128
GE-8, 11 CD-Core

THEA 226 (2) Intermediate Ballet
Expanding ballet technique with emphasis on longer and more complex adagio, petite allegro, and grand allegro sections.
Pre: THEA 126 or consent.
GE-11

THEA 227 (2) Intermediate Tap Dance
Expanding tap dance technique including advanced combinations utilized in musical theatre.
Pre: THEA 127 or consent.
GE-11 CD-Core

THEA 228 (2) Intermediate Modern Dance
Expanding modern dance technique with emphasis on center floor combinations and longer, more complex traveling combinations.
Pre: THEA 128 or consent.
GE-11

THEA 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.
Pre: Consent.
GE-11

THEA 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.
GE-1C, 6, 7 CD-Core

THEA 328 (2) Advanced Modern Dance/Company Class
Advanced modern dance technique with emphasis on performance skills, elevation, and turns.
Pre: THEA 228 or consent.
GE-11 CD-Related

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.
GE-5, 8 CD-Related

URBS 110 (3) The City: Design and Architecture
Appreciation of the city as the highest cultural achievement in design and architecture.
GE-6

URBS 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.
GE-5, 10

URBS 230 (3) Community Leadership
Introduction to community leadership—elected, professional, or voluntary—and the skills and values which support it.
GE-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 students with Women’s Studies scholarship and provide the tools to connect what one learns to one’s life and to further academic study.
GE-5, 7 CD-Core

WOST 120 (3) Violence and Gender
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, and welfare policies. The effects of internalized oppressions, such as internalized sexism, racism, and homophobia will be discussed. Emphasis on feminist analysis and building skills for educating ourselves and others about constructing non-violent cultures.
GE-1C, 9

WOST 220 (3) Global Perspectives on Women and Change
Focus is on women activists in past and current social change movements in the U.S. and 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.
GE-8, 9 CD-Core

WOST 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.
GE-5

WOST 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.
GE-6, 7 CD-Core
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**

<table>
<thead>
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<th>Course Code</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CDIS 290</td>
<td>3</td>
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<td>FCS 400</td>
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<td>FCS 474</td>
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<td>HP 130</td>
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<td>HP 421</td>
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<td>REHB 435</td>
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<td>RPLS 274</td>
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**Related Courses**

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<th>Course Code</th>
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<tr>
<td>DHYG 431</td>
<td>3</td>
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#### ARTS & HUMANITIES

**Core Courses**

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**Related Courses**

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<td>ENG 327</td>
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<td>ENG 328</td>
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ENG 331 (2) World Literature: Ancient-Medieval
ENG 332 (2) World Literature: Renaissance-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 (4) Literary Criticism
ENG 446 (4) Screenwriting
ENG 448 (4) Contemporary Literature
ENG 464 (3) Teaching Literature in the Middle School
ENG 492 (2-4) Selected Topics
HUM 150 (4) Western Humanities I: Beginnings through the Renaissance
HUM 151 (4) Western Humanities II: Renaissance through the Present
HUM 155 (4) Global Humanities I
HUM 282 (4) Global Perspectives and Humanities Traditions
MASS 110 (3) Introduction to Mass Communications
MODL 470 (4) Theory and Methods in TESL I
MODL 471 (4) Theory and Methods in 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 & 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 & 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, & Ethics

EDUCATION
Core Courses
BED 440 (2) Corporate Men and Women
EEC 222 (3) Human Relations in a Multicultural Society
EEC 407 (2) 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 General 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
AVIA 100 (3) The World of Aviation
ESSP 415 (3) Introduction to Talent Development
KSP 408 (3) Teaching to the K-12 ELL Student
KSP 415 (2) Materials for Younger Children
KSP 417 (3) Materials for Children
MSL 112 (1) Basic Leadership

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

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

SOCIAL & BEHAVIORAL SCIENCES
Core Courses
ANTH 103 (3) Peoples of the World
ANTH 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
CORR 444 (3) Women in the Criminal Justice System
ETHN 100 (3) American Racial Minorities
ETHN 101 (3) Introduction to Multicultural & 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) Multi-Cultural/Ethnic Experience
ETHN 200 (3) Interracial/Interethnic Dating/Marriage
ETHN 220 (3) Civil Rights in the U.S.
ETHN 300 (3) American Indian Leaders
ETHN 330 (3) Immigration and Ethnicity
ETHN 400 (3) Cultural Pluralism
ETHN 410 (3) Foundations of Oppression
ETHN 420 (3) African American Studies
ETHN 430 (3) American Indian Studies
ETHN 440 (3) Asian American Studies
ETHN 450 (3) Latino/Hispanic Studies
ETHN 460 (3) Urban Minority Problems
ETHN 470 (3) Women of Color
ETHN 480 (3) Social Justice/Ethnicity & Gender
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<td>HIST 463</td>
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<td>Aging: Policy Issues</td>
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<td>URBS 100</td>
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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 outlines 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.

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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)^*

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
CI 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)

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 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)
   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) GER 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-credit MSU General Education courses, each Honors student completes a 35-credit General Education program comprised of courses in the following four areas:

I. Honors Seminars (6-8 Semester Credits) The Honors Program offers a number of one-credit seminars, each of which meets once per week for an 80-minute session. An Honors student typically enrolls in one seminar per semester, and a maximum of three one-credit seminars may be taken from the same instructor. A two-year rotation of seminars is offered. Honors seminars fulfill General Education competencies in the areas of Communication, Critical Thinking, Human Diversity, Global Perspective, Ethical and Civic Responsibility, People and the Environment, Performance and Participation, and Information Technology. It is strongly recommended that each new Honors student complete Honors 201, “Introduction to Honors”, during her/his first semester of study.

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

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

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

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

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

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

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

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

IV. Senior Project (2 Semester Credits) Each Honors student undertakes an independent project under the direction of a faculty advisor in the student’s major discipline or under the supervision of the Honors Director. The result of this project might be a scholarly paper, a creative work, a recital, a performance, a web site, etc. An Honors student plans her/his senior project during her/his junior year of study, then meets with the Honors Director to file the necessary paperwork with the Office of the Registrar for the senior project at the beginning of her/his senior year. The senior project must be completed, and all paperwork verifying completion must be filed with the Office of the Registrar prior to one’s graduation. The 35-credit Honors General Education program outlined above constitutes an important part of an Honors student’s total of 128 semester credits toward graduation from the university. The Honors Program’s emphasis on small, discussion-based seminars and courses and to be fully prepared for future professional experience, postgraduate work and study. To enter the Honors Program, an undergraduate student must typically have 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 completed the Honors Program’s emphasis on small, discussion-based seminars and courses and to be fully prepared for future professional experience, postgraduate work and study. To enter the Honors Program, an undergraduate student must typically have earned a score of at least 25 on the ACT, be in the upper 10% of her/his high school graduating class, or have earned a GPA of 3.2 in college-level course work. Exceptions will be made on a case-by-case basis. To remain in the Honors Program, a student must maintain a 3.0 GPA during the freshman year, a 3.1 GPA during the sophomore year, a 3.2 GPA during the junior year, and a 3.3 GPA during the senior year. A student who has a cumulative GPA of 3.3 or above is eligible to graduate with Honors and receive the University Scholar designation.
**Minnesota State University, Mankato 2003-2004 Bachelor of Arts (BA)/Bachelor of Science (BS)**

**CREDIT EVALUATION FORM**

Name_______________________________________ Tech ID __________________ Degree ____________ Major(s) ____________________________ SSN ___________________ Adm Term ___________ File # _______________

**Address ____________________________________________________________**

**Major(s) __________________**

**Minor(s) __________________**

**Satisfied _____**

**CATEGORY 1**

**COMMUNICATION**

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

**MSU EQ transfer course**

**credit grade**

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

**MSU EQ transfer course**

**credit grade**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 2**

**CRITICAL THINKING**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 3**

**NATURAL SCIENCES**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 4**

**MATHEMATICAL/LOGICAL REASONING**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 5**

**HISTORY & SOCIAL & BEHAVIORAL SCIENCES**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 6**

**HUMANITIES & ARTS**

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

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 7**

**HUMAN DIVERSITY**

(min of 1 course/3 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 8**

**GLOBAL PERSPECTIVE**

(min of 1 course/3 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 9**

**ETHICAL & CIVIC RESPONSIBILITY**

(min of 1 course/3 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 10**

**PEOPLE & THE ENVIRONMENT**

(min of 1 course/3 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 11**

**PERFORMANCE & PARTICIPATION**

(2-3 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 12**

**FIRST YEAR EXPERIENCE**

(0-1 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**CATEGORY 13**

**INFORMATION TECHNOLOGY**

(0-2 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**FOREIGN LANG**

**BA STUDENTS ONLY**

(1 year required/max of 8 credits)

**MSU EQ transfer course**

**credit grade**

**Satisfied _____**

**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.

**GENERAL EDUCATION SATISFIED _____**
### Name ___________________________  Tech ID ___________________  SSN ___________________  Adm Term ___________  File # _____________________

### Address _________________________________________________________

<table>
<thead>
<tr>
<th>Transfer Institution</th>
<th>Type (2.4)</th>
<th>Symbol</th>
<th>Grade</th>
<th>Attempted Credits</th>
<th>Accepted Credits</th>
<th>Quality Points</th>
<th>GPA</th>
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**Attributes:**
- MSU EQ: transfer course
- credit: number of credits
- grade: grade received

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

### Transfer GPA

**Total Credits**

### Additional Courses

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**CULTURAL DIVERSITY REQUIREMENT**

- Satisfied _____

- min of 6 credits including 1 core course

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

**Additional Courses**

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