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# 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
5. Development of responsibility for lifelong learning.

#### **General Education Policies**

##### General Education Guidelines

1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State University, Mankato.
2. A single course may be placed in one or two categories and also may be designated as a Writing Intensive course. Each credit in any of these courses, however, may be counted only once in meeting the 44 credit requirement.
3. The Critical Thinking category (2) may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
4. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
5. For general education credit, students may take no more than two courses or eight (8) credits, whichever is greater, from the same discipline. 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 par-

ticular 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 a 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.

## *Course Designators*

ACCT	Accounting	HIST	History
ANTH	Anthropology	HONR	Honors
ART	Art	HP	Human Performance
AST	Astronomy	HUM	Humanities
AET	Automotive Engineering Technology	IDCM	Interior Design & Construction Management
AVIA	Aviation	IBUS	International Business
BIOL	Biology	LAWE	Law Enforcement
BED	Business Education	MGMT	Management
BLAW	Business Law	MET	Manufacturing Engineering Technology
CHEM	Chemistry	MRKT	Marketing
CIVE	Civil Engineering	MASS	Mass Communications
CDIS	Communication Disorders	MATH	Mathematics
COMS	Computer & Information Sciences	ME	Mechanical Engineering
CORR	Corrections	MEDT	Medical Technology
CSP	Counseling and Student Personnel	MSL	Military Science and Leadership
DHYG	Dental Hygiene	MODL	Modern Languages
ECON	Economics	MUS	Music
ED	Education	NPL	Non Profit Leadership
EDAD	Educational Administration	NURS	Nursing
KSP	Ed. Studies: K-12 & Secondary Programs	OPEN	Open Studies
ESSP	Educational Studies: Special Populations	PHIL	Philosophy
EE	Electrical Engineering	PHYS	Physics
EET	Electronic Engineering Technology	POL	Political Science
ENG	English	PSYC	Psychology
ESL	English As A Second Language	RPLS	Recreation, Parks & Leisure Services
ENVR	Environmental Sciences	REHB	Rehabilitation Counseling
ETHN	Ethnic Studies	RUSS	Russian
EXED	Experiential Education	SCAN	Scandinavian Studies
FCS	Family Consumer Science	SOST	Social Studies
FINA	Finance	SOWK	Social Work
FYEX	First Year Experience	SOC	Sociology
FREN	French	SPAN	Spanish
GEOG	Geography	SPEE	Speech Communication
GEOL	Geology	STAT	Statistics
GER	German	THEA	Theatre and Dance
GERO	Gerontology	URBS	Urban & Regional Studies
HLTH	Health Science	WOST	Women's Studies

### **CATEGORY 1: COMMUNICATION**

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their college studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement. There are multiple opportunities for interpersonal communication, public speaking and discussion.

#### **Part A: English Composition (requires one course, 3 credits or more, with a grade of at least "P" or "C")**

**Goal:** To develop writers who use the English language effectively and who read and write critically. This course will require faculty-critiqued writing. Writing competency is an ongoing process which needs to be reinforced throughout the curriculum.

Students will be able to:

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

Course(s) which satisfy this category are as follows:  
ENG 101

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

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

Students will be able to:

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

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

CDIS 201      SPEE 100      SPEE 102  
SPEE 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:

ANTH 250 <sup>^</sup>	BIOL 103	BIOL 105-lab
COMS 202	ECON 314 <sup>^</sup>	EEC 222*
ENG 112 <sup>^</sup>	ENG 113 <sup>^</sup>	ENG 211*
ENG 212 <sup>^</sup>	ENG 213	ENG 242
ETHN 110*	ETHN 120*	ETHN 130*
ETHN 140*	FREN 302	GEOG 210
HIST 170W <sup>^</sup>	HIST 171W <sup>^</sup>	HIST 180*
HIST 190W*	HIST 191W*	HUM 250
HUM 280	HUM 281*	HUM 282 <sup>^</sup>
KSP 220*	PHIL100	PHIL 115*
PHIL 120*	PHIL 205 <sup>^</sup>	PHIL 222 <sup>^</sup>
PHIL 224 <sup>^</sup>	PHIL226	PHIL 240
PHIL 334	PHIL 336	PHIL 358 <sup>^</sup>
POL 103	POL 107	PSYC 103
REHB 110*	SOWK 190 <sup>^</sup>	THEA 285*
URBS 230	WOST 120	

Cultural Diversity: \* = Core, ^ = Related

**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 110HLTH 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 <sup>^</sup>	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 <sup>^</sup>
PHYS 101-lab	PHYS 102	PHYS 105-lab
PHYS 107	PHYS 110-lab	PHYS 211-lab
PHYS 221-lab		

**CATEGORY 4: MATHEMATICAL/LOGICAL REASONING**  
**(requires one course, 3 credits or more, with a grade of at least “P” or “C”)**

**Goal:** To increase students’ knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers.

Students will be able to:

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

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

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

**CATEGORY 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES**  
**(requires two courses from different disciplines, 6 credits or more)**

**Goal:** To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. To challenge students to examine the implications of this knowledge and its interconnection with action and living an informed life.

Students will be able to:

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

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

ANTH 101^	ANTH 240^	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 170W^
HIST 171^	HIST 171W^	HIST 180*
HIST 181	HIST 190*	HIST 190W*
HIST 191*	HIST 191W*	HLTH 310
KSP 235	LAW 132	MRKT 100
POL 100	POL 104	POL 111

Cultural Diversity: \* = Core, ^ = Related

PSYC 101	PSYC 206	SOC 100*
SOC 101^	SOC 102	SOC 208*
SOC 255	SOWK 190^	SOWK 255^
URBS 100^	URBS 150	WOST 110*
WOST 240		

**CATEGORY 6: HUMANITIES AND THE ARTS**  
**(requires two courses from different disciplines, 6 credits or more)**

**Goal:** To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

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

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

ART 100	ART 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 150^
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 240
PHIL 321^	PHIL 334	PHIL 336
PHIL 337	PHIL 358^	SPEE 310
THEA 100^	THEA 101	THEA 285*
URBS 110	WOST 251*	

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

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

Students will be able to:

- (a) understand the development of and the changing meanings of group identities in the United States’ history and culture

- (b) demonstrate an awareness of the individual and 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*	GERO 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 285*
WOST 110*	WOST 251*	

#### **CATEGORY 8: GLOBAL PERSPECTIVE**

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

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

Students will be able to:

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

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

ANTH 101^	ANTH 230^	ANTH 240^
ART 160^	ART 260^	ART 261^
BIOL 201^	ECON 314^	EET 125^
ENG 212^	ENVR 101	FREN 101
FREN 102	FREN 201	FREN 202
GEOG 100^	GEOG 103^	GER 101
GER 102	GER 201	GER 202
HIST 153	HIST 170^	HIST 170W^
HIST 171^	HIST 171W^	HIST 181
HUM 155^	HUM 156	HUM 282^
PHIL 205^	PHIL 358^	POL 106^

Cultural Diversity: \* = Core, ^ = Related

SCAN 101	SCAN 102	SCAN 111
SCAN 112	SOC 101^	SOWK 255^
SPAN 101	SPAN 102	SPAN 201
SPAN 202	SPEE 203*	THEA 225*
URBS 100^	WOST 220*	

#### **CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY**

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

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

Students will be able to:

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

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

BLAW 131^	CHEM 131	CORR 106
CORR 250	CORR 255	ENG 213
HIST 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 <sup>^</sup>	CHEM 133	EEC 205
ENVR 101	GEOG 100 <sup>^</sup>	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 <sup>^</sup>
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

### BIOLOGY

#### **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**

*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 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*

## FRENCH

**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-11*

**HP 103 (1) Fitness for Living**

Concepts and development of lifelong healthy exercise and nutritional habits.

*GE-11*

**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-11*

**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-11*

**HP 114 (1) Billiards and Bowling**

Theory and practice of billiards or bowling.

*GE-11*

**HP 117 (1) Aerobic Conditioning**

Theory and practice of aerobic conditioning.

*GE-11*

**HP 130 (1) Self-Defense for Women**

Includes street fighting techniques and personal safety tips.

*GE-11 CD-Core*

**HP 138 (1) Beginning Horsemanship**

Basic skills of horseback riding-western and English.

*GE-11*

**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-11*

**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-11*

**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-11*

**HP 146 (1) Intercollegiate Bowling**

Pre: Bowling experience/averages.

*GE-11*

**HP 147 (1) Intercollegiate Cross Country**

Open for credit to those on the intercollegiate team

Pre: Selection for team

*GE-11*

**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-11*

**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-11*

**HP 150 (1) Intercollegiate Wrestling**

Open for credit to those who make the wrestling team and complete the requirements.

Pre: Selection for team

*GE-11*

**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-11*

**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-11*

**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-11*

**HP 155 (1) Intercollegiate Basketball**

Must be on intercollegiate roster.

Pre: Selection for team

*GE-11*

**HP 156 (1) Intercollegiate Baseball**

Class for only students on the intercollegiate baseball team Need permission to register.

Pre: Selection for team

*GE-11*

**HP 157 (1) Intercollegiate Golf**

Open for credit to those who make the team and complete the requirements.

Pre: Selection for team

*GE-11*

**HP 158 (1) Intercollegiate Tennis**

Open for credit to those who make the team and complete the requirements.

Pre: Selection for team

*GE-11*

**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, breaststroke, sidestroke. 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**

Advanced strokes: butterfly, overarm sidestroke, trudgeon, inverted breaststroke. Competitive strokes and turns. Springboard diving. Aquatic Art. Mask and snorkel skills. Safety/rescue skills. Water exercise. Water polo.

Pre: Front crawl, back crawl, elementary backstroke, sidestroke, breaststroke.

*GE-11*

**HP 248 (1) Stroke Analysis**

Stroke technique and theory in front crawl, back crawl, elementary backstroke, breaststroke, sidestroke, butterfly. Individual stroke analysis/video taping. Development of cardiovascular fitness, strength, flexibility, and endurance.

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, 8 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 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 (3) 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*

## **MUSIC**

### **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-1C, 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-1C, 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-1C, 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-1C, 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-1C, 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-1C, 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-1C, 6, 8 CD-Related*

**PHYSICS****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*

## POLITICAL SCIENCE

### **POL 100 (3) Introduction to Politics**

Study of the nature of politics and government and their influence on society and human behavior.

*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*

### **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*

### **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*

### **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*

### **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*

### **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*

### **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*

### **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*

## PSYCHOLOGY

### **PSYC 101 (4) Psychology**

This course is designed to provide a thorough introduction to the broad spectrum of theories and applications that make up the field of psychology.

*GE-5*

### **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*

### **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*

## RECREATION, PARKS & LEISURE SERVICES

### **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*

### **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*

## REHABILITATION COUNSELING

### **REHB 110 (3) Sensitivity to Disability**

Promotes an understanding of the impact of physical and mental disabilities on people in their daily lives through in-class contacts and exercises with and about persons with disabilities.

*GE-1C, 7 CD-Core*

## 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 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 111 (4) Elementary Swedish I**

An introduction to the basic skills of listening, speaking, reading, and writing, coupled with cultural notes.

*GE-8*

### 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

## SOCIAL WORK

### SOWK 190 (3) Social Welfare Services

Welfare as a social institution. Formal and informal efforts to meet common social needs.

GE-1C, 5, 9 CD-Related

### SOWK 214 (3) Community Social Service Projects

An experiential introduction to the problem solving process in social work, task groups and group development. Students work in small groups to design, research, implement, and evaluate a community social service project.

Pre: SOWK 190 and 210

GE-11

### SOWK 255 (3) Global Responses to Human Need

This course exposes students to some of the major realities of life among the poor and socially deprived in all parts of the world, primarily developing countries. Students will confront conditions that impede development and keep people locked into poverty and despair, and will discuss how a person who sees her/himself as a global citizen can act in tangible ways to make that "citizenship" more meaningful.

GE-5, 8 CD-Related

## 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 globalism.

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*

## 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*

## 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**

Fundamentals of African-based dance forms explored through West African and Caribbean roots.

*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*

**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

## URBAN & REGIONAL STUDIES

**URBS 100 (3) Introduction to the City**

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

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

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

#### Related Courses

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

### **ARTS & HUMANITIES**

#### Core Courses

ART 419	(3)	Gender in Art
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ENG 211	(4)	Perspectives in Literature, Film, and Human Diversity
ENG 318	(2-4)	Selected Studies: Multicultural Literature
ENG 402	(2-4)	Women in Literature
HUM 281	(4)	Human Diversity and Humanities Traditions
MUS 125	(3)	Pop Music USA: Jazz to Country to Blues
MUS 126	(3)	Pop Music USA: R & B to MTV
MUS 220	(3)	History of Jazz
PHIL 115	(3)	Philosophy of Race, Class and Gender
PHIL 120	(3)	Introduction to Ethics
SPEE 203	(3)	Intercultural Communication
SPEE 403	(3)	Gender and Communication
SPEE 413	(3)	Advanced Intercultural Communications
THEA 121	(1)	Movement for Theatre
THEA 123	(1)	Beginning Jazz Dance
THEA 125	(1)	Afro-Caribbean Dance Forms
THEA 223	(2)	Intermediate Jazz Dance
THEA 225	(3)	World Dance in Cultural Perspective
THEA 227	(2)	Intermediate Tap Dance
THEA 285	(3)	Theatre of Diversity

#### Related Courses

ART 160	(3)	Introduction to Visual Culture
ART 260	(3)	Art History Survey I
ART 261	(3)	Art History Survey II
ART 416	(3)	Art of Africa, the Americas, and the South Pacific
ART 469	(3)	Asian Art
ENG 112	(4)	Introduction to Poetry and Drama
ENG 113	(4)	Introduction to Prose Literature
ENG 212	(4)	Perspectives in World Literature/Film
ENG 325	(3)	Children's Literature
ENG 327	(4)	American Literature to 1865
ENG 328	(4)	American Literature: 1865 to the Present

- 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 Adaption 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



ETHN 490	(3)	Racial/Ethnic Families in the U.S.	ANTH 410	(3)	Prehistory of Minnesota
GERO 200	(3)	Aging: Interdisciplinary Perspectives	ANTH 431	(3)	Applied Cultural Research
HIST 151	(3)	African-American History	ANTH 436	(3)	Anthropology of Aging
HIST 155	(3)	History of the Family in America	ANTH 485	(1-3)	Topics in Anthropology
HIST 180	(4)	European History to 1648	ANTH 486	(1-3)	Workshop
HIST 190	(4)	United States to 1877	ANTH 493	(1-3)	Ethnology Lab
HIST 190W	(4)	United States to 1877	CORR 449	(3)	Correctional Counseling
HIST 191	(4)	United States Since 1877	CORR 452	(3)	Victimology
HIST 191W	(4)	United States Since 1877	CORR 453	(3)	Treatment Methods in Corrections
HIST 463	(4)	U.S. History, 1945-Present	CORR 459	(3)	Issues in Corrections
HIST 477	(3)	Advanced African-American History	ECON 314	(3)	Current Economic Issues
HIST 487	(4)	United States Women's History	GEOG 100	(3)	Elements of Geography
LAWE 234	(3)	Policing in a Diverse Society	GEOG 103	(3)	Introductory Cultural Geography
POL 102	(3)	Politics of Diversity in Film	HIST 170	(4)	Ancient World Civilization to 1500
POL 464	(3)	Aging: Policy Issues	HIST 170W	(4)	Ancient World Civilization to 1500
POL 484	(3)	Women & Politics	HIST 171	(4)	World Civilization, 1500-Present
PSYC 460	(3)	Psychology of Women	HIST 171W	(4)	World Civilization, 1500-Present
SOC 100	(3)	Social Problems	HIST 302	(4)	World History: An Overview
SOC 208	(3)	Courtship, Marriage & Family	HIST 402	(4)	Foundations of Judaism, Christianity, & Islam
SOC 307	(3)	Sex & Gender/Contemporary Society	HIST 434	(4)	Modern East Asian History
SOC 410	(3)	Black American Families	HIST 437	(4)	African History
SOC 446	(3)	Race, Culture & Ethnicity	HIST 442	(4)	History of Latin America
SOWK 419	(3)	Social Work and Aging	HIST 458	(4)	U.S. History 1820-1861
SOWK 420	(3)	Women's Issues in Social Work	HIST 459	(4)	U.S. History 1861-1900
WOST 110	(3)	Introduction to Women's Studies	HIST 475	(3)	The American South
WOST 220	(3)	Global Perspectives on Women and Change	HIST 484	(4)	American Labor History
WOST 251	(3)	Coming of Age: Gender and Culture	HIST 485	(4)	History of American Immigration and Ethnicity
<u>Related Courses</u>			POL 106	(3)	Politics in the World Community
ANTH 101	(3)	Introduction to Anthropology	PSYC 448	(3)	International Behavior
ANTH 102	(3)	Ancient Peoples	PSYC 455	(4)	Abnormal Psychology
ANTH 220	(4)	Human Origins	PSYC 457	(3)	Cross Cultural Psychology
ANTH 230	(3)	People: An Anthropological Perspective	SOC 101	(3)	Introduction to Sociology
ANTH 240	(3)	Language and Culture	SOC 405	(3)	Sociology of Death
ANTH 250	(4)	Portraits of Culture	SOC 435	(3)	Marital Conflict: Causes & Consequences
ANTH 311	(3)	Ancient Egypt	SOWK 190	(3)	Social Welfare Services
ANTH 320	(3)	Biological Anthropology	SOWK 255	(3)	Global Responses to Human Need
			URBS 100	(3)	Introduction to the City

# PRE-FALL 1999 GENERAL EDUCATION

## Minnesota State University, Mankato

### Advising Information

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

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

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

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

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

tion plan will need to follow the Bachelor of Arts General Education guidelines specified in their Bulletin.

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

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

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

#### Courses Approved for Pre-Fall 1999 General Education

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

#### GROUP I: 18-23 credit hours

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

#### Area A.

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

#### Area B.

Choose one course from each of two different departments [minimum 6 credits]:

#### Modern Languages

(only 3 credits will be counted toward general education from 4, 5, and 6 credit courses; other credits may count, if needed, in Area D.) FREN, GER, SPAN 101 (4 or 5), 102 (4 or 5), 201 (4), 202 (4) SPAN 193 (1-6), 194 (1-6), 293 (1-6), 294 (1-6) SCAN 101 (4), 102 (4), 111 (4), 112 (4)

**History**

(only 3 credits will be counted toward general education from 4-credit courses; other credits may count, if needed, in Area D.) HIST 170 (4)^, HIST 171 (4)^, 180 (4), 181 (4), 190 (4), 191 (4)\* 199 (1-3)

**Mass Communications**

MASS 110 (3)^

**Philosophy**

PHIL 100 (3), 110 (3), 112 (3), 120 (3)\*, 222 (3)^

**Area C.**

Choose one course from each of two different departments [minimum 6 credits]

**Art**

ART 160 (3)^

**English**

ENG 110 (4), 111(3), 112 (3 or 4)^, 113 (3 or 4)^, 114 (3 or 4), 115 (3)^, 130 (3)^, 135 (3), 211(4)\*, 212 (4), 213 (4), 214 (4), 215 (1-3), 216 (3)\*, 217 (2 or 4)\*, 218 (3)\*, 220 (1-3)^

**Music**

MUS 120 (3)^

**Theatre Arts**

THEA 100 (3)^

**Fine Arts CLEP****Area D.**

Choose no more than 5 additional credit hours from courses listed below *and/or* Areas B and C above.

**Art**

ART 100 (3), 160 (3)^, 231(3), 260 (3)^, 261 (3)^, 275 (3)

**English**

ENG 110 (4), 111 (3), 112 (3 or 4)^, 113 (3 or 4)^, 114 (3 or 4), 115 (3)^, 130 (3)^, 135 (3), 211 (4)\*, 212 (4), 213 (4), 214 (4), 215 (1-3), 216 (3)\*, 217 (2 or 4)\*, 218 (3)\*, 220 (1-3)\*, 242 (2)

**Modern Languages** (French or German or Spanish (8 credit hours maximum)

FREN, GER OR SPAN 101 (4 or 5), 102 (4 or 5), 201(4), 202 (4) FREN 302 (2-4) SCAN 101 (4), 102 (4), 111 (4), 112 (4) SPAN 193 (1-6), 194 (1-6), 293 (1-6), 294 (1-6)

**History**

HIST 150 (1-3), 151 (3)\*, 153 (3), 154 (3), 155 (3)\*, 156 (3), 157 (3), 158 (3), 170 (4)^, 180 (4), 181 (4), 190 (4)\*, 191 (4)\*

**Humanities**

HUM 150 (3 or 4)^, 151 (3)^, 155 (3)^, 250 (3 or 4), 251 (3)\*, 280 (3 or 4), 281 (3 or 4)\*, 282 (3 or 4)^

**Mass Communications**

MASS 110 (3)^

**Music**

MUS 101 (1), 102 (1), 103 (1), 104 (1), 105 (1), 111 (1), 112 (1), 113 (1), 114 (1), 115 (1), 116 (1), 117 (1), 119 (1), 120 (3)^, 125 (3), 126 (3), 220 (3), 221 (3), 222 (3)

**Philosophy**

PHIL 100 (3), 110 (3), 112 (3), 115 (3)\*, 120 (3), 205 (3), 222 (3)^, 224 (3)^, 226, 311 (3), 321 (3), 334 (3), 336 (3), 337 (3), 358 (3)

**Speech Communication**

SPEE 100 (3), 101 (3), 102 (3), 203 (3)\*, 220 (1-3), 300 (3)

**Theatre Arts**

THEA 100 (3)^, 101 (3), 102 (1-2), 103 (1-2), 105 (1- 2),107 (1-2), 108 (1-2), 109 (1-2), 123 (1), 127 (1), 128 (1), 223 (1), 227 (2), 228 (2), 283 (3)\*

**GROUP II: 0-4 credit hours**

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

**Business Law**

BLAW 131 (3)^

**Computer and Information Sciences**

COMS 100 (4), 101 (3), 102 (4), 202 (4), 272 (4)

**Economics**

ECON 100 (3), 201 (3), 202 (3), 199 (1-2), 314 (3)^

**Finance**

FIRE 100 (3) **Marketing** MRKT 100 (3)

**GROUP III: 0-4 credit hours**

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

**Counseling and Student Personnel**

CSP 110 (3)

**Curriculum and Instruction**

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)

**Conditioning**

HP 117 (1), 175 (1), 176 (1), 177 (1), 178 (1)

**Aquatics**

HP 105 (1), 143 (1), 145 (1), 182 (1), 245 (1), 248 (1), 250 (1), 257 (2)

**Leisure**

HP 107 (1), 138 (1), 179 (1) MSCI 101 (1)

**Dance**

HP 109 (1), 133 (1)\*, 134 (1), 209 (2), 230 (2)\*, 234 (2) THEA 125 (1)\*, 126 (1)^, 226 (2), 328 (2)

**GROUP V: 8-13 credit hours**

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

**Area A. Biology**

BIOL 100 (4), 101 (2-4), 102 (3)\*, 103 (3), 105 (4), 201 (3)^, 220 (4), 270 (4)

**Area B. Chemistry and Geology****Chemistry**

CHEM 100 (4), 105 (3), 111 (5), 131 (3), 132 (3), 133 (3), 201 (5), 202 (5)

**Environmental Science**

ENVS 122 (4), 101 (4)

**Geology**

GEOL 100 (3), 121 (4), 122 (4)

**Area C. Family Consumer Science**

FCS 100 (3), 140 (3)^

**Area D. Mathematics, Astronomy, and Statistics****Mathematics**

MATH 110 (3), 112 (4), 113 (3 or 4), 115 (4), 121 (4), 130 (3), 180 (4), 181 (3), 184 (3), 201 (3)

**Astronomy**

AST 101 (3), 102 (3), 104 (2), 115 (2)

**Statistics**

STAT 154 (3)

**Area E. Physics and Electronic Engineering Technology****Physics**

PHYS 100 (3), 101 (3), 102 (3), 105 (2), 107 (3), 110 (3), 211 (4), 221 (5)

105 May be repeated for credit.

**Electronic Engineering Technology**

EET 112 (3), 115 (3), 125 (3)^

**Area F. Natural Sciences CLEP****GROUP VI: 9-14 credit hours**

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

**Area A. Anthropology**

ANTH 101 (3)^, 102 (3)^, 103 (3)\*, 220 (4), 230 (3)^, 240 (3)^

**Area B. Geography**

GEOG 100 (3)^, 101(3), 103 (3)^

**Area C. Ethnic Studies**

ETHN 100 (3)\*, 110 (3)\*, 120 (3)\*, 130 (3)\*, 140 (3)\*, 150 (2)\*

**Area D. Political Science**

POL 100 (3), 101 (3), 102 (3)\*, 103 (3), 104 (3), 105 (2), 106 (3)^, 107 (3), 111 (3) or 200 (3), 201 (1-3) LAWE 132 (3)

**Area E. Psychology**

PSYC 101 (4), 206 (3 or 4), 240 (3)

**Area F. Social Work**

SOWK 190 (3), 214 (3), 255 (3)^

**Area G. Sociology and Corrections**

SOC 100 (3)\*, 101 (3)^, 102 (3), 208 (3)\*, 209 (3), 255 (3) CORR 106 (3), 132 (3), 250 (3) GERO 200 (3)\*

**Area H. Urban and Regional Studies**

URBS 100 (3) ^, 110 (3), 150 (3), 230 (3)

**Area I. Women's Studies**

WOST 110 (3)\*, 120 (3), 220 (3)^, 240 (3), 251 (3)\*

**Area J. Social Studies CLEP****FIRST YEAR EXPERIENCE (0-1 Credit Hours)**

No credits are required to be taken from this group. A maximum of 1 credit hour may be counted. FYE 100 (1) (This course is available to students who have completed no more than 24 semester credits.)

# HONORS PROGRAM AND GENERAL EDUCATION

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

- I. Honors Seminars (6-8 Semester Credits) The Honors Program offers a number of one-credit seminars, each of which meets once per week for an 80-minute session. An Honors student typically enrolls in one seminar per semester, and a maximum of three one-credit seminars may be taken from the same instructor. A two-year rotation of seminars is offered. Honors seminars fulfill General Education competencies in the areas of Communication, Critical Thinking, Human Diversity, Global Perspective, Ethical and Civic Responsibility, People and the Environment, Performance and Participation, and Information Technology. It is strongly recommended that each new Honors student complete Honors 201, "Introduction to Honors", during her/ his first semester of study.
- II. Honors 450: Special Topics Courses (4-8 Semester Credits) Honors 450 topics courses are designed to allow extensive, in-depth coverage of specific topics in a small-group setting. An Honors student is eligible to enroll in 450 topics courses after the student has been admitted to a specific college. An Honors student completes between four to eight credits of two- or three-credit 450 topics courses during her/his sophomore, junior, and senior years. Honors students preparing to complete senior projects are especially encouraged to enroll in Honors 450, "Senior Capstone", offered each fall semester. A two-year rotation of topics courses is offered.
- III. Honors Sections of General Education Courses (17-23 Credits) An Honors student has many opportunities to take General Education courses that enable her/him to interact with other Honors students as well as with other students at our university. An Honors student can complete her/his 17-23 credits of General Education courses in a combination of the following ways:
  - a. By enrolling in Honors-only sections of courses that have a total of fifteen to twenty Honors Program students.
  - b. By enrolling in Honors-related sections of regular MSU General Education courses: the Honors student attends the regular section of the course; in addition, all Honors students in the course meet

- once per week with the instructor in a small-group seminar for discussion of course content.
  - c. By completing at least one Honors General Education course in each area: Humanities and the Arts, History and the Social Behavioral Sciences, and Natural Sciences and Mathematics.
  - d. By completing Composition I for Honors during her/ his first year of study. Completion of Composition I is a university-wide General Education requirement, and successful completion of the course satisfies the university's English competency requirement.
  - e. By fulfilling the math competency requirement set by the department or college in which the student has a major.
  - f. By fulfilling the MSU Cultural Diversity requirement (6 semester credits of core and related Cultural Diversity courses).
- IV. Senior Project (2 Semester Credits) Each Honors student undertakes an independent project under the direction of a faculty advisor in the student's major discipline or under the supervision of the Honors Director. The result of this project might be a scholarly paper, a creative work, a recital, a performance, a web site, etc. An Honors student plans her/his senior project during her/his junior year of study, then meets with the Honors Director to file the necessary paperwork with the Office of the Registrar for the senior project at the beginning of her/his senior year. The senior project must be completed, and all paperwork verifying completion must be filed with the Office of the Registrar prior to one's graduation. The 35-credit Honors General Education program outlined above constitutes an important part of an Honors student's total of 128 semester credits toward graduation from the university. The Honors Program's emphasis on small, discussion-based seminars and courses and to be fully prepared for future professional experience, postgraduate work and study. To enter the Honors Program, an undergraduate student must typically have earned a score of at least 25 on the ACT, be in the upper 10% of her/his high school graduating class, or have earned a GPA of 3.2 in college-level course work. Exceptions will be made on a case-by-case basis. To remain in the Honors Program, a student must maintain a 3.0 GPA during the freshman year, a 3.1 GPA during the sophomore year, a 3.2 GPA during the junior year, and a 3.3 GPA during the senior year. A student who has a cumulative GPA of 3.3 or above is eligible to graduate with Honors and receive the University Scholar designation.

# Minnesota State University, Mankato 2003-2004 Bachelor of Arts (BA)/Bachelor of Science (BS) CREDIT EVALUATION FORM

Name \_\_\_\_\_ Tech ID \_\_\_\_\_ SSN \_\_\_\_\_ Degree \_\_\_\_\_ Adm Term \_\_\_\_\_ File # \_\_\_\_\_  
 Address \_\_\_\_\_ Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_

<p><b>CATEGORY 1</b> _____ Satisfied _____  <b>COMMUNICATION</b>                  MSU EQ transfer course credit grade                  PART A Eng Comp (min of 1 course/3 credits--min grade of C or P) _____                  _____                  PART B Speech &amp; Oral Reasoning (min of 1 course/3 credits) _____                  _____                  PART C Writing Intensive (min of 1 course/3 credits) _____                  _____</p> <p><b>CATEGORY 2</b> _____ Satisfied _____  <b>CRITICAL THINKING</b>                  (min of 1 course or completion of the rest of Gen Ed)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 3</b> _____ Satisfied _____  <b>NATURAL SCIENCES</b>                  (min of 2 course from diff depts with at least one lab/6 credits)                  MSU EQ transfer course credit grade                  _____                  _____                  _____</p> <p><b>CATEGORY 4</b> _____ Satisfied _____  <b>MATHEMATICAL/LOGICAL REASONING</b>                  (min of 1 course/3 credits--min grade of C or P)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 5</b> _____ Satisfied _____  <b>HISTORY &amp; SOCIAL &amp; BEHAVIORAL SCIENCES</b>                  (min of 2 course from diff depts/6 credits)                  MSU EQ transfer course credit grade                  _____                  _____                  _____</p>	<p><b>CATEGORY 6</b> _____ Satisfied _____  <b>HUMANITIES &amp; ARTS</b>                  (min of 2 course from diff depts/6 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 7</b> _____ Satisfied _____  <b>HUMAN DIVERSITY</b>                  (min of 1 course/3 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 8</b> _____ Satisfied _____  <b>GLOBAL PERSPECTIVE</b>                  (min of 1 course/3 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 9</b> _____ Satisfied _____  <b>ETHICAL &amp; CIVIC RESPONSIBILITY</b>                  (min of 1 course/3 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 10</b> _____ Satisfied _____  <b>PEOPLE &amp; THE ENVIRONMENT</b>                  (min of 1 course/3 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 11</b> _____ Satisfied _____  <b>PERFORMANCE &amp; PARTICIPATION</b>                  (2-3 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p>								
<p><b>CATEGORY 12</b> _____ Satisfied _____  <b>FIRST YEAR EXPERIENCE</b>                  (0-1 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>CATEGORY 13</b> _____ Satisfied _____  <b>INFORMATION TECHNOLOGY</b>                  (0-2 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p> <p><b>FOREIGN LANG</b> _____ Satisfied _____  <b>BA STUDENTS ONLY</b>                  (1 year required/max of 8 credits)                  MSU EQ transfer course credit grade                  _____                  _____</p>	<div style="background-color: black; color: white; padding: 5px; text-align: center;"><b>GENERAL EDUCATION</b></div> <p>The categories on this page form MSU's <b>General Education requirement (GE)</b>. 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. <b>Detailed information about GE and degree requirements can be found in the Undergraduate Bulletin.</b></p> <p>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.</p> <p style="text-align: center;">TRANSFER DEGREES</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">degree</td> <td style="border: none;">institution</td> <td style="border: none;">accepted</td> <td style="border: none;">GE credits needed</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> </table> <p style="text-align: center;"><b>GENERAL EDUCATION SATISFIED</b> _____                  ( _____ )</p>	degree	institution	accepted	GE credits needed	_____	_____	_____	_____
degree	institution	accepted	GE credits needed						
_____	_____	_____	_____						

