Goal: To develop critical thinking, communication, and problem solving skills.

**Part A: Writing Intensive**

Requirements:
- (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 include:**
- ENG 101 (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 critiques 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 include:**
- CDIS 201
- SPEE 100
- SPEE 102
- SPEE 212
- SPEE 233

**Part C: Writing Intensive**

Requirements:
- (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 include:**
- ANTH 250W
- BIOL 103W
- BIOL 105W
- COMS 202W
- ECON 314W
- EEC 222W
- ENG 112W
- ENG 113W
- ENG 211W
- ENG 212W
- ENG 213W
- ENG 242W
- ENG 301W
- ETHN 204W
- ETHN 202W
- HIST 171W
- HIST 180W
- HIST 190W
- HIST 191W
- HUM 280W
- HUM 281W
- HUM 282W
- KSP 220W
- KSP 222W
- KSP 320W
- PHIL 115W
- PHIL 120W
- PHIL 100W
- PHIL 222W
- PHIL 224W
- PHIL 226W
- PHIL 232W
- PHIL 334W
- PHIL 336W
- PHIL 358W
- POL 103W
- PSYC 103W
- REHB 110W
- SOWK 190W
- SPAN 210W
- SPEE 101W
- THEA 285W
- WOST 120W
- URBS 230W

**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.
Course(s) which satisfy this category include:

**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 theories/experimental findings and interpretations both orally and in writing;
(d) apply the natural science perspective to society issues.

Course(s) which satisfy this category include:

ANTH 220^-L AST 101 AST 102 AST 104-L AST 115
BIOL 100^-L BIOL 102^ BIOL 103W BIOI 105W-L BIOL 270-L
CHEM 100^-L CHEM 104 CHEM 106 CHEM 111^-L CHEM 131
CHEM 132 CHEM 134 CHEM 201-L EET 112^-L FCS 140
GEOG 101 GEOL 100^-L GEOL 121-L GEOL 122-L PHYS 100^-L^L
PHYS 101-L PHYS 102 PHYS 105 PHYS 107 PHYS 110^-L
PHYS 211-L PHYS 221-L

**CATEGORY 4: MATHEMATICAL/LOGICAL REASONING**

(requires one course, 3 credits or more)

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 include:

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 include:

ANTH 101^# ANTH 102 ANTH 240^# ANTH 250W CORR 106
CORR 132 CORR 255 ECON 100 ECON 201 ECON 202
ECON 314W^ ETHN 100^# ETHN 101^# ETHN 201W^# ETHN 203W^#

**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 include:

ART 100 ART 160^# ART 231 ART 260^# ART 261^# ART 275
ENG 110 ENG 112W^# ENG 113W^# ENG 114
ENG 211W^# ENG 212W^# ENG 213W ENG 214 HUM 150^#
HUM 151^# HUM 155^# HUM 156 HUM 250W HUM 280W
HUM 281^# HUM 282W^# KSP 251^# MUS 120^# MUS 125^#
MUS 126W^# PHIL 100W PHIL 115W^# PHIL 120W^# PHIL 205W^#
PHIL 222W^# PHIL 224W^# PHIL 240W PHIL 321^# PHIL 322W
PHIL 334W^# PHIL 336W PHIL 337 PHIL 358W^# SPEE 310
THEA 100^-# THEA 101 THEA 115 THEA 285W^# 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
(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 include:

ANTH 280 CDIS 290# EEC 222W^# ENG 211W^# ETHN 100^#
ETHN 101^# ETHN 150^# ETHN 200# ETHN 201W^# ETHN 202W^#
HIST 154# HIST 155^# HIST 156# HIST 170^# HIST 170W^#
HIST 171^# HIST 171W^# HIST 180 HIST 180W HIST 181
HIST 190^# HIST 190W^# HIST 191^# HIST 191W^# HLT 310
KSP 225# LAW 132 MSL 252 MRKT 100 MSL 252
POL 100 POL 104 POL 111 PSYC 101 PSYC 206
SOC 100^# SOC 101^# SOC 208# SOC 255 SOWK 190W^#
SOWK 255^# URBS 100^# URBS 150 WOST 110^# WOST 240

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CATEGORIE 8: GLOBAL PERSPECTIVE

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 include:
ANTH 101^ ANTH 230^ ANTH 240^ ART 160^ ART 260^
ART 261^ CDIS 206 CDIS 207 ECON 314W^ EET 125^
ENG 212^ ENVR 101 FREN 101 FREN 102 FREN 201
FREN 202 GEOG 100^ GEOG 103^ HIST 170^ Hur 156^
GER 101^ GER 102^ HIST 171^ HIST 171W^ HIST 181^ Hur 156^
HUM 156 HUM 280W^ PHIL 205W^ PHIL 358W^ POL 106^
SCAN 101 SCAN 102 SCAN 111 SCAN 112 SOC 101^
SOC 101W SOWK 255^ SPAN 102 SPAN 201 SPAN 202 SPAN 210W SPEE 203^ THIE 225^ URBS 100^ WOST 220^*

CATEGORIE 9: ETHICAL AND CIVIC RESPONSIBILITY

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 other’s 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 include:
BLAW 131^ CHEM 131 CORR 106 CORR 250 CORR 255
ENG 213W HIST 180 HIST 180W^ KSP 101 KSP 250
MASS 110^ PHIL 120W^ PHIL 220 W^ PHIL 224W^ PHIL 226W
PHIL 240W PHIL 321^ PHIL 322W POL 101 POL 111
SOC 255 SOWK 190W^ SPE 300 URBS 230W WOST 120W

CATEGORIE 10: PEOPLE AND THE ENVIRONMENT

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

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

Course(s) which satisfy this category include:
ANTH 102 CHEM 133 EEC 205 ENVR 101 GEOG 100^
GEOG 101 GEOG 210W GEOL 100 GEOL 121 HLTH 101
PHIL 226W RPLS 282 URBS 150

CATEGORIE 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 include:
ANTH 280 CDIS 205 EEC 222W^ ENG 242W HLTH 210
HP 101 HP 103 HP 104 HP 105 HP 114
HP 117 HP 130* HP 138 HP 139 HP 143
HP 145 HP 146 HP 147 HP 148 HP 149
HP 150 HP 152 HP 153 HP 154 HP 155
HP 156 HP 157 HP 158 HP 159 HP 161
HP 166 HP 174 HP 175 HP 176 HP 177
HP 178 HP 179 HP 182 HP 190 HP 241
HP 242 HP 245 HP 248 HP 250 HP 252
HP 257 HP 291 KSP 220W^ MSL 210 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 115
THEA 123* THEA 125* THEA 126 THEA 127 THEA 128
THEA 223* THEA 225* THEA 226 THEA 227* THEA 228
THEA 229 THEA 328^ URBS 230W

CATEGORIE 12: FIRST YEAR EXPERIENCE (requires 0-1 credits)

Goal: To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and to provide assistance in making the transition to the University.

Students will be able to:
(a) experience higher personal expectations of his/her ability to meaningfully participate in academic life;
(b) define and give examples of critical thinking;
(c) interact with other students regarding academic matters;
(d) affirm that careful thinking is an important aspect of the educational process;
(e) make a comfortable transition to college life.

Course(s) which satisfies this category include:
FYEX 100

CATEGORIE 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
designated as Cultural Diversity courses. One CD-Core course and a minimum of two (2) courses and a minimum of six (6) credits from the list of courses requirement for graduation. Students pursuing a baccalaureate degree must take All MSU undergraduate students must satisfy a Cultural Diversity (CD) credit requirement for graduation. 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. One CD-Core course and a minimum of 3 credits satisfies the CD requirements for the AA and AS degree. 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.

Two types of courses fulfill the Cultural Diversity requirement:
1. Cultural Diversity Core courses (CD-Core) and
2. Cultural Diversity Related courses (CD-Related). Throughout the following listing of General Education Courses, Cultural Diversity courses are designated with either * for core CD courses or ^ for related CD courses.

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. For a list of courses, see the book General Education and Cultural Diversity Bulletin 2003-2004, available from the Office of Cultural Diversity.

CULTURAL DIVERSITY REQUIREMENT

The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program will be offered a variety of educational activities that build upon but are different than the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community based activities, and other innovations.

The Honors Program is designed for students who want to pursue active learning and is predicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests.

There are three ways in which a student may be eligible for Honors:
1. The Student graduated in the top 25% of his or her high school class or has a composite ACT score of 26;
2. The student graduated in the top 20% of his or her high school class and has a composite ACT score of 24. In addition the student will petition the Honors Program with his or her potential for success in the Program.
3. The students has completed two semesters of college level work with a minimum GPA of 3.2. In addition the student will petition the Honors Program with his or her potential for success in the Program.

Success in the Honors Program consists of meeting the four Learning Outcomes for the Honors Program, and achieving a minimum cumulative GPA of 3.3 upon graduation (customarily 3.0 after freshman year, 3.1 after sophomore year, and 3.2 after junior year.)

To complete the Honors Program (minor), students complete a minimum of 18-24 credits:

9 credits of the following:
HONR 201/401 (1-3) Honors Seminars

6 credits of the following:
HONR 250/450 (1-6) Service–Learning
HONR 255/450 (1-6) Practicum

And the following:
HONR 475 (1) Honors Portfolio
HONR 495 (2-4) Senior Project

Students must also graduate with a minimum cumulative GPA of 3.3, and must meet all four Honors Program Learning Outcomes.

Satisfaction of the Learning Outcomes is articulated in the student’s Honors Portfolio, an ongoing project for each student, which is typically culminated during the senior year.

• Area 1 – Civic Engagement Outcomes
 1. Students will demonstrate leadership roles in university and wider community activities during their participation in Honors.
 2. Students will participate in social change activities in the university and wider community.
 3. Students will articulate the values that underlie their participation in various leadership activities involving civic engagement.

• Area 2 – Critical and Creative Thinking
 1. Students will be effective in using written and oral communication skills both in form and structure.
 2. Students will demonstrate strong analytical skills including quantitative and experimental techniques.
 3. Students will demonstrate strong creative thinking skills.

• Area 3 – Lifelong Learning
 1. Students will demonstrate the ability to take responsibility for their own learning by teaching others a skill or concept.
 2. Students will demonstrate the ability to reflect thoughtfully on one’s own learning and doing.
 3. Students will identify a deficiency or weakness in their educational background and devise a strategy for responding creatively to that weakness or deficiency.

• Area 4 – self and Other
 1. Students will be able to interact respectfully with those from different backgrounds and perspectives.
 2. Students will demonstrate the ability to reflect on his or her own self and his or her relationships to others.