GENERAL EDUCATION

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 Mankato’s general education requirement. Completion of goal areas within the Minnesota Transfer Curriculum will be accepted as completion of that same goal area at Minnesota. Individual competencies will be evaluated and transferred on a course-by-course basis.

Students transferring from Minnesota State Mankato to another Minnesota public institution of higher education will have fulfilled the Minnesota Transfer Curriculum if they have completed required courses in the following ten categories: Communication, Critical Thinking, Natural Science, Mathematical/Logical Reasoning, History and the Social and Behavioral Sciences, Humanities and the Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment.

GENERAL EDUCATION GUIDELINES
1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State Mankato.
2. Students transferring with the Minnesota Transfer Curriculum completed will be considered to have completed the Minnesota State Mankato General Education requirements.
3. While included in general education at Minnesota State Mankato, categories 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.
4. 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.
5. The Critical Thinking category two may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
6. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
7. 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 courses may be taken. This exception is allowed because of the Category 1A requirement of ENG 101.
8. For Bachelor of Science in Electrical Civil, Computer or Mechanical Engineering General Education see the program requirements for a detailed explanation of general education coursework for these two degree programs.
9. The general education requirements of the Associate of Arts degree are the same as for the Bachelor of Science degree.
10. General Education courses that satisfy core requirements for cultural diversity are identified by *. Those that satisfy related requirements for cultural diversity are identified by ^.

CATEGORY 1: COMMUNICATION
Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. At a base, all students should be able 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.

Course(s) which satisfy this category include:
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 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) participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
(b) analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.

Categories which satisfy this category include:
CDIS 201  SPEE 100  SPEE 102  SPEE 212  SPEE 233

Part C: Writing Intensive (requires two course, 6 or more credits)

Goal: Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:
(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:

CATEGORY 2: CRITICAL THINKING

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 infor-
Course(s) which satisfy this category include:

- ANTH 120
- ANTH 220^LAST 101
- AST 102
- AST 104-L
- BIOL 100-L
- BIOL 102^*
- BIOL 103-W
- BIOL 105-W-L
- CHEM 100-L
- CHEM 104
- CHEM 106
- CHEM 111-L
- CHEM 131
- CHEM 132
- CHEM 134
- CHEM 135
- CHEM 201-L
- EET 112-L
- FCS 140
- GEOG 101
- GEOG 110-L
- GEOG 121-L
- GEOL 122-L
- PHYS 108
- PHYS 110-L
- PHYS 201-L
- PHYS 202-L

**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 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 250-W
- CORR 106
- CORR 132
- CORR 255
- ECON 100
- ECON 201
- ECON 202
- ETHN 100^*
- ETHN 101^*
- ETHN 201-W^*
- ETHN 202-W^*
- ETHN 203-W^*
- ETHN 204-W^*
- FCS 100
- GEOG 103^*
- HIST 151^*
- HIST 153
- HIST 154
- HIST 155^*
- HIST 160^*
- HIST 170^*
- HIST 170-W^*
- HIST 171-W^*
- HIST 172-W^*
- HIST 180-W^*
- HIST 181
- KSP 235
- LAWE 132
- MSL 252
- MRKT 100
- MSL 252
- POL 100
- POL 104
- POL 111
- PSYC 101
- PSYC 206
- SOC 101^*
- SOC 101-W
- SOC 150^*
- SOC 208^*
- SOC 209^*
- SOC 255
- SOWK 190-W^*
- SOWK 255^*
- URBS 100^*
- URBS 150
- WOST 110^*
- WOST 225^*

**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 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
- EET 125^*
- ENG 110
- ENG 112-W^*
- ENG 113-W^*
- ENG 114
- ENG 211-W^*
- ENG 212-W^*
- ENG 213-W
- ENG 214
- HUM 150^*
- HUM 151^*
- HUM 155^*
- HUM 156
- HUM 250-W
- HUM 280-W^*
- HUM 281-W^*
- HUM 282-W^*
- KSP 251^*
- MUS 120^*
- MUS 125^*
- MUS 126^*
- PHIL 100-W
- PHIL 115-W^*
- PHIL 120-W^*
- PHIL 205-W^*
- PHIL 222-W^*
- PHIL 224-W^*
- PHIL 240-W
- PHIL 321^*
- PHIL 322-W
- PHIL 334-W
- PHIL 336-W
- PHIL 337
- PHIL 358-W^*
- SPEE 310
- THEA 100^*
- THEA 101
- THEA 120
- THEA 115
- THEA 285-W^*
- 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 222-W^*
- ENG 211-W^*
- ETHN 100^*
- ETHN 101^*
- ETHN 150^*
- ETHN 200^*
- ETHN 201-W^*
- ETHN 202-W^*
ETHN 203W*  ETHN 204W*  GERO 200*  HIST 151*  HIST 155*
HIST 190*  HIST 190W*  HIST 191*  HIST 191W*  HUM 281W*  KSP 220W*  KSP 251*  MUS 125*  MUS 126*  PHIL 115W*  REHB 110W*  SOC 150*  SOC 208*  SOC 209*  SPEE 203*  THEA 285W*  WOST 110*  WOST 251*  WOST 225*

**CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY**

(For 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 include:**

- ANTH 101^  ANTH 230^  ANTH 240^  ART 160^  ART 260^  ART 261^  CDIS 206  CDIS 207  ECON 314W  EET 125^  ENG 212W  ENV 101  FREN 101  FREN 102  FREN 201  GER 201  GER 202  HIST 153  HIST 160  HIST 170W  HUM 156  HUM 282W  PHIL 226W  PHIL 240^  PHIL 322W  POL 101  POL 111  MASS 110^  PHIL 120W  RPLS 278  RPLS 282  SOC 150  SOC 208  SOC 209  SPEE 203^  SPAN 202  SPAN 210  THEA 102  THEA 103  THEA 228  THEA 229  THEA 328^  Urbs 230W  WOST 220^  WOST 225^  WOST 251^  WOST 225*

**CATEGORY 8: GLOBAL PERSPECTIVE**

(For one course, 3 credits or more)

**Goal:** To develop students’ capacity to identify, discuss and reflect upon the ethical dimensions of political, social, 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 include:**

- ANTH 280  CDIS 205  CHEM 133  ENVR 101  GEOG 100^  GEOG 101  GEOG 210W  GEOL 100  GEOL 121  HIST 151  HIST 155  KSP 220W  KSP 251  MUS 101  MUS 103  MUS 104  MUS 105  MUS 106  MUS 111  MUS 112  MUS 113  MUS 114  MUS 115  MUS 116  MUS 117  MUS 119  NURS 101  POL 101  RPLS 278  SOWK 214  SPEE 220  SPEE 310  THEA 102  THEA 103  THEA 105  THEA 107  THEA 108  THEA 109  THEA 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

**CATEGORY 10: PEOPLE AND THE ENVIRONMENT**

(For two courses, 6 credits or more)

**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, educational, 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 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

**CATEGORY 11: PERFORMANCE AND PARTICIPATION**

(For two credits or more)

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

**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 212W  ENV 101  FREN 101  FREN 102  FREN 201  GER 201  GER 202  HIST 153  HIST 160  HIST 170W  HUM 156  HUM 282W  PHIL 226W  PHIL 240^  PHIL 322W  POL 101  POL 111  MASS 110^  PHIL 120W  RPLS 278  RPLS 282  SOC 150  SOC 208  SOC 209  SPEE 203^  SPAN 202  SPAN 210  THEA 102  THEA 103  THEA 228  THEA 229  THEA 328^  Urbs 230W  WOST 220^  WOST 225^  WOST 251^  WOST 225*

**CATEGORY 12: FIRST YEAR EXPERIENCE**

(For two credits or more)

**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) participate cooperatively in group athletic activity or artistic performance.

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

- ANTH 280  CDIS 205  CHEM 133  CORR 106  CORR 255  ENG 213W  HIST 180  HIST 180W*  KSP 101  KSP 250  MASS 110^  PHIL 120W*  PHIL 222W^  PHIL 224W^  PHIL 226W  PHIL 240W  PHIL 321^  PHIL 322W  POL 101  POL 111  SOC 255  SOWK 190W  SPEE 300  Urbs 230W  WOST 110  WOST 220^  WOST 251^  WOST 225^  WOST 225*

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2. At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. Courses must be taken according to the following distribution:

- Cultural Diversity 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 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.


**HONORS PROGRAM**

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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. The Honors Program 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 10% of his or her high school class and has a composite ACT score of 26. 
2. The student graduated in the top 25% 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 student has completed two semesters of college 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 Seminar
6 credits of the following:
HONR 250/450 (1-6) Service–Learning
HONR 255/455 (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.
  4. Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

- **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. Student is 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.