ADVISOR FOR UNDECIDED MAJOR ADVISING

Commercial advising and program planning

Academic advising should begin early in your first year at Minnesota State Mankato, and your academic advisor will be the individual to help you assess your individual needs and plan an academic program based on your interests and career goals. As you progress through your academic advisor, in conjunction with other advising staff, can assist you in a variety of ways: selecting courses each semester; changing or choosing a major; satisfying general education requirements; exploring career interests and opportunities; identifying campus resources to assist you; referring you to opportunities for scholarships, internships, and undergraduate research; and assisting you with any academic difficulties you may encounter.

As a new student at Minnesota State Mankato you are assigned an academic advisor based on your major choice during orientation. If you are undecided about your major when you first enroll, you would be assigned to one of the academic advisors who work especially with students who have not decided on a major. We encourage you to work closely with an academic advisor throughout your Minnesota State Mankato career.

ADVISOR RESOURCES:

Major Advising:

Once you have selected a major or general area of study you wish to pursue, your advising services will be provided by your major College. Each Minnesota State Mankato College has a Student Relations Coordinator (SRC) who serves as a primary resource and advising contact for those interested in any of the College majors or departments. The Student Relations Coordinators provide general academic and program assistance to prospective, current, and returning Minnesota State Mankato students. Some Colleges also offer "Advising Centers," which provide additional advising services and staff.

COLLEGE ADVISING RESOURCES:

ALLIED HEALTH

Shirley Murray, SRC, 124 Myers Fieldhouse, 507-389-5194
Mark Schuck, SRC, 1848 Highland Center, 389-5486

ARTS & HUMANITIES

Connie Miller, SRC, 226B Armstrong Hall, 389-1712

BUSINESS

Linda Meidl, SRC, College Advising Center, 151 Morris Hall, 389-2963

EDUCATION

Cheryl Kalamian, SRC, College Adv. Cntr., 117 Armstrong Hall, 389-1521

NURSING

Kelly Krumwiede, SRC, 319 Wissink Hall, 389-6022

SCIENCE, ENGINEERING AND TECHNOLOGY

Angie Bonier, SRC, College Advising Center, Trafton C-125, 389-1521

SOCIAL AND BEHAVIORAL SCIENCES

Clark Johnson, SRC, Advising "U", 114 Armstrong Hall, 389-6306

Undecided Student Advising

If you have not yet selected a major, or are considering a variety of options, you may choose to be an "undecided" major. If this is your situation, your initial academic advisor will be assigned through the First Year Experience Office.

COORDINATOR FOR UNDECIDED MAJOR ADVISING

First Year Experience Office, 10 Gage Complex, 389-5498

OTHER ADVISING RESOURCES

CAP Program Advisors, 217 Morris Hall, 389-1193
Career Development Center, 209 Wiegley Admin. Center, 389-6061
Center for Academic Success, 132 Memorial Library, 389-1791
Counseling Center, 245 Centennial Student Union, 389-1455
Disability Services, 132 Memorial Library, 389-2825
Multicultural Affairs, 22 Centennial Student Union, 389-6300
Student Support Services, 355 Wiecking Center, 389-2797

DECLARING VS. ADMISSION TO MAJOR

Students can declare a major at any point and ask to be assigned to an advisor in their major. Declaration is the simple process of having the student records system updated to indicate what major a student is interested in pursuing and assigning an advisor based upon that interest. Students interested in majors in:

- The colleges of Science Engineering, Technology; Business; and the School of Nursing should go to the Student Relations Coordinator or advising center for that college/program
- The colleges of Allied Health, Arts and Humanities & Social Behavioral Sciences should be referred to individual departments
- Becoming Undecided should go to the First Year Experience Office in Gage 10, 389-5498

"Admission to major" involves gaining permission to take 300-400 level course work and pursue graduation from a major. Students will be admitted to a major based on requirements established by the major and monitored by a department. University minimum requirements for admission to major are having earned 32 credits/hours and a 2.0 cumulative grade point average. Many departments have additional requirements which can be found in the Undergraduate Bulletin in the department/major listing. Additional requirements may include, but are not limited to: completion of prerequisite courses; higher grade-point averages for admission to major and/or graduation from the program; testing; and other forms of evaluation or portfolios.

Required Advising. "Undecided" majors and several other Minnesota State Mankato majors require that a student meet with their assigned academic advisor before registering each semester. If your major requires advising, your advisor would need to provide you with a registration "access code" before you would be able to register for courses.

DARS

DARS is an acronym for Degree Audit Reporting System. It is a computer program that produces advising information illustrating a student's progress in fulfilling the graduation requirements of their chosen degree program for undergraduate students.

DARS accomplishes its task by using a student's degree program information (degree, major, minor, catalog year), on file in the student records system, to create a generic "template" of that degree program. DARS then feeds all of a student's courses through this template to fill in the blanks. When the process is complete a document (called an audit) is produced showing where the student's courses fit in, which requirements are completed, and which are left to be done. The audit can then be used to monitor a student's progress and give a detailed assessment of what University requirements are yet to be satisfied.

DARS is not a replacement for the advising process whereby students are in communication with their department and assigned advisor. DARS should also not be considered a replacement for the University catalog, although the DARS program is based very heavily upon that document. The DARS program is a tool to assist students and advisors. There are some items that DARS cannot check for or take into account. DARS does not reflect departmental substitutions or waivers for individual students, for example. Many of these items are handled via the advising process and are done manually within the graduation process.

Questions concerning DARS should be directed to DARS-Questions@mnsu.edu

Ordering an Audit

There are three ways that students can obtain audits:

- order their own via the web (same way you log on to register)
- request an audit at the Campus Hub
- request an audit at their department or advising center

2008-2009 Undergraduate Bulletin
### Course Designator and Numbering System

Each course is identified by a 2-4 alpha character code called a course designator that indicates the program or department housing the course. The listing of course designators used at Minnesota State Mankato are below.

A course designator is followed by a 3-digit numeric code indicating course level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. To be eligible to graduate with a bachelor's degree from Minnesota State Mankato a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

### Course Designators

<table>
<thead>
<tr>
<th>Designator</th>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
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<tr>
<td>ANTH</td>
<td>Anthropology</td>
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<td>ART</td>
<td>Art</td>
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<td>AST</td>
<td>Astronomy</td>
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<td>AET</td>
<td>Automotive Engineering Technology</td>
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<td>AVIA</td>
<td>Aviation</td>
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<td>BIOL</td>
<td>Biology</td>
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<td>BED</td>
<td>Business Education</td>
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<td>BLAW</td>
<td>Business Law</td>
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<td>Chemistry</td>
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<td>CIVE</td>
<td>Civil Engineering</td>
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<td>CDIS</td>
<td>Communication Disorders</td>
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<td>CS</td>
<td>Computer Science</td>
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<td>CM</td>
<td>Construction Management</td>
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<td>CORR</td>
<td>Corrections</td>
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<td>CSP</td>
<td>Counseling and Student Personnel</td>
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<td>DANC</td>
<td>Dance</td>
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<td>DHYG</td>
<td>Dental Hygiene</td>
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<td>ECON</td>
<td>Economics</td>
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<td>ED</td>
<td>Education</td>
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<td>EDAD</td>
<td>Educational Leadership</td>
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<td>EE</td>
<td>Electrical Engineering</td>
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<td>EEC</td>
<td>Elementary Education</td>
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<td>EET</td>
<td>Electronic Engineering Technology</td>
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<td>English</td>
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<td>ESL</td>
<td>English As A Second Language</td>
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<td>ENVR</td>
<td>Environmental Sciences</td>
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<td>ETHN</td>
<td>Ethnic Studies</td>
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<td>EXED</td>
<td>Experiential Education</td>
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<td>FCS</td>
<td>Family Consumer Science</td>
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<td>FINA</td>
<td>Finance</td>
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<td>FYEX</td>
<td>First Year Experience</td>
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<td>FREN</td>
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<td>Geography</td>
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<td>GEOL</td>
<td>Geology</td>
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<td>German</td>
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<td>Gerontology</td>
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<td>Health Science</td>
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<td>History</td>
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<td>Human Performance</td>
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<td>HUM</td>
<td>Humanities</td>
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<td>ISYS</td>
<td>Information Systems</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>IBUS</td>
<td>International Business</td>
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<tr>
<td>KSP</td>
<td>Educational Studies: K-12 &amp; Secondary Programs</td>
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<td>LAWE</td>
<td>Law Enforcement</td>
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<td>MGMT</td>
<td>Management</td>
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<td>MET</td>
<td>Manufacturing Engineering Technology</td>
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<td>MRKT</td>
<td>Marketing</td>
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<tr>
<td>MASS</td>
<td>Mass Communications</td>
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<td>MATH</td>
<td>Mathematics</td>
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<tr>
<td>ME</td>
<td>Mechanical Engineering</td>
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<td>MEDT</td>
<td>Medical Technology</td>
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<td>MSL</td>
<td>Military Science and Leadership</td>
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<td>MODL</td>
<td>Modern Languages</td>
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<td>MUS</td>
<td>Music</td>
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<td>NPL</td>
<td>Non Profit Leadership</td>
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<td>NURS</td>
<td>Nursing</td>
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<td>OPEN</td>
<td>Open Studies</td>
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<td>PHIL</td>
<td>Philosophy</td>
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<td>PHYS</td>
<td>Physics</td>
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<tr>
<td>POL</td>
<td>Political Science</td>
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<tr>
<td>PPE</td>
<td>Philosophy, Politics, and Economics</td>
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<td>PSYC</td>
<td>Psychology</td>
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<tr>
<td>RPLS</td>
<td>Recreation, Parks &amp; Leisure Services</td>
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<td>REHB</td>
<td>Rehabilitation Counseling</td>
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<tr>
<td>SCAN</td>
<td>Scandinavian Studies</td>
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<tr>
<td>SOST</td>
<td>Social Studies</td>
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<tr>
<td>SOWK</td>
<td>Social Work</td>
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<td>SOC</td>
<td>Sociology</td>
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<td>SPAN</td>
<td>Spanish</td>
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<tr>
<td>SPED</td>
<td>Special Education (Developmental Cognitive Disabilities)</td>
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<td>SPEE</td>
<td>Speech Communication</td>
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<td>STAT</td>
<td>Statistics</td>
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<td>THEA</td>
<td>Theatre</td>
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<tr>
<td>URBS</td>
<td>Urban &amp; Regional Studies</td>
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<tr>
<td>WOST</td>
<td>Women’s Studies</td>
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</tbody>
</table>
Course Offerings
This bulletin lists course offerings for the academic year beginning with fall semester 2008. This listing is as accurate as possible when the bulletin is compiled. Students are advised, however, that all information regarding course offerings is subject to change, and it is recommended that students check the course schedules prior to each term. The University reserves the right to withdraw or modify any course or to change instructors.

Contact Hour. One 50-minute period (minimum) containing class group activity under supervision.

Course Numbering System. Courses are identified by a 2 to 4 alpha character code indicating program or department, followed by a 3-digit numeric code indicating course level.

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 goal area, 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 Level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. Graduate courses are numbered 500-999 and are listed in the Graduate Bulletin. To be eligible to graduate with a bachelor’s degree from Minnesota State Mankato a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

Sections. Individual course sections differentiated in the course schedules, but are not indicated in this bulletin.

Number of Credits. The number of credits is listed in parentheses after the course number. If the course is offered for variable credits, e.g., (1-4), the student will need to work with an advisor to determine the appropriate number of credits for which a certain course should be taken, and should register for the course accordingly. Permission is required for variable credit courses.

Prerequisites. Some courses require pre-requisites and/or co-requisite courses. These are listed at the end of the course descriptions in this bulletin. In some cases, pre-requisites are “enforced.” If so, you would be unable to register without first verifying that you have completed the required pre-requisite course. It is the student’s responsibility to review pre-requisite requirements, and register for the appropriate level course. Questions about pre-requisite course requirements should be directed to your academic advisor, the College Advising Center, or the department offering the course.

General Education and Cultural Diversity Satisfaction. Courses approved as satisfying General Education or Cultural Diversity requirements are symbolized after the course description. For example, a course satisfying General Education Goal Area 1C will be denoted as GE-1C, and a course satisfying the Core Requirement for Cultural Diversity will be denoted as CD-Core.

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 State Mankato. 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 goal areas: 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. Goal areas 11-13 are part of the general education curriculum at Minnesota State Mankato but not goal areas in the Minnesota Transfer Curriculum.

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

1. Skills needed for effective understanding and communication of ideas through reading, listening, critical and integrative thinking, writing, speaking, and technological literacy;

2. Exploration of various ways of knowing through study of the content, methods of inquiry and creative modes of a broad spectrum of disciplines;

3. Our common membership in the human community, coupled with awareness that we live in a diverse world;

4. The interrelatedness of human society and the natural environment and the ethical dimensions of political, social, and personal life; and


GENERAL EDUCATION 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, goal areas 1C, 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.

4. A single course may be placed in one or two goal areas 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 Goal Area 2 may be satisfied either by taking a course or by the satisfactory completion of the other General Education goal areas.

6. In each goal area where two courses are required (i.e., #1C, 3, 5, and 6), students are required to take courses from different disciplines.

7. To count as 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 to this policy is for English Composition (ENG 101).

8. For Bachelor of Science Degrees in Electrical, Civil, Computer or Mechanical Engineering general education requirements differ. See the program requirements for a detailed explanation of general education coursework for these four 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 \*.

11. Some general education courses may ALSO be required courses for your major. Please consult your advisor for information about the general education courses you may need to take specifically for your major degree.

GOAL AREA 1: COMMUNICATION

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

Part A: English Composition
(Requires one course, 3 credits or more, with a grade of at least “P” or “C-”)

Goal: To develop writers who use the English language effectively and who read and write critically. This course will require faculty-critiqued writing. Writing competency is an ongoing process which needs to be reinforced throughout the curriculum. English Composition courses from international institutions will not be accepted in the goal area. Appeals must go to the Office of Academic Affairs.

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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, including library, 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 which satisfies this goal area is: 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 goal area 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 goal area include:
CDIS 201  SPEE 100  SPEE 102  SPEE 212  SPEE 233

**Part C: Writing Intensive**
(Requires two courses from different disciplines, 6 or more credits)

**NOTE:** Completion of goal area of 1C is a general education requirement Minnesota State Mankato, but not a goal area in the Minnesota Transfer Curriculum.

**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) formulate and test hypotheses in either laboratory, simulation, or field settings;
(c) communicate his/her experimental findings and interpretations both orally and in writing;
(d) apply appropriate critical and evaluative principles to texts, documents, or works—someone’s own or others—in oral, visual, or written mediums.

Course(s) which satisfy this goal area include:
ANTH 120  ANTH 210  ANTH 220^-L  AST 101  AST 102  AST 104-L  AST 115  BIOL 100-L  BIOL 102^  BIOL 103W  BIOL 105-L  BIOL 105W-L  CHEM 111-L  CHEM 131  CHEM 132  CHEM 134  CHEM 135  CHEM 191  CHEM 201  CSP 110  ENG 201W  ENG 301W  HLTH 212  KSP 200  PHIL 110  PHIL 112  PHIL 311  PHYS 211  PHYS 221  POL 103W  PSYC 103W  SPEE 101W  THEA 285W^  PHYS 105  PHYS 107  PHYS 110-L  PHYS 211-L  PHYS 221-L  URBS 230W  WOST 120W

**GOAL AREA 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 goal area 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 goal area will be on skill development. The skills will not be those 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 goal area include:
AST 115  CHEM 111  CHEM 133  CHEM 191  CHEM 201  CSP 110  ENG 201W  ENG 301W  HLTH 212  KSP 200  PHIL 110  PHIL 112  PHIL 311  PHYS 211  PHYS 221  POL 103W  PSYC 103W  SPEE 101W

**GOAL AREA 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 society issues.

Course(s) which satisfy this goal area include:
(“L” indicates a laboratory course)

**GOAL AREA 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.

Course(s) which satisfy this goal area include:
Goal Area 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.

Course(s) which satisfy this goal area include:
- ANTH 101
- ANTH 102
- ANTH 240
- ANTH 250
- CORR 106
- CORR 255
- ECON 202
- ECON 314
- ETHN 201
- ETHN 202
- FCS 100
- GEOG 103
- MRKT 100
- PSYC 101
- PSYC 206
- SOC 150
- SOC 208
- SOWK 190
- SOWK 255
- WOST 110
- WOST 225

Goal Area 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, and 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) 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 goal area include:
- ART 100
- ART 160
- ART 231
- ART 260
- ART 261
- ART 275
- CS 201
- DAN 120
- EET 125
- ENG 110
- ENG 112
- ENG 115
- ENVR 211
- ENG 213
- ENVR 212
- ECON 314
- EET 125
- ENG 213

Goal Area 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 cultures;
(b) demonstrate an awareness of the individual and institutional 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 goal area include:
- ANTH 280
- CDIS 290
- EEC 222
- ENG 211
- ETHN 100
- ETHN 101
- ETHN 150
- ETHN 200
- ETHN 201
- ETHN 202
- ETHN 203
- ETHN 204
- GER 200
- HIST 155
- HIST 190
- HIST 190W
- KP 251
- MUS 125
- MUS 126
- MUS 127
- SOWK 251
- THEA 100
- THEA 101
- THEA 115
- THEA 251
- URBS 110
- WOST 110
- WOST 225

Goal Area 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 goal area include:
- ANTH 101
- ANTH 230
- ANTH 240
- ART 160
- ART 260
- ART 261
- CDIS 206
- CDIS 207
- DANC 120
- DANC 225
- ECON 314
- EET 125
- ENG 212
- ENV 101
- FREN 201
- FREN 202
- GEOG 100
- GEOG 103
- GER 101
- GER 102
- GER 201
- GER 202
- HIST 160
- HIST 170
- HIST 170W

2008-2009 Undergraduate Bulletin
Goal Area 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 goal area include:
- BLAW 131*
- CHEM 131
- CORR 106
g - CORR 255
- ENG 213W
- HIST 180
- HIST 180W*
- ISYS 210
- IT 100
- KSP 250
- MASS 130*
- PHIL 120W* PHIL 222W*
- PHIL 322W
- POL 101
- POL 111
- SOGW 255
- SPEE 300
- URBS 230
- WOST 120W
- WOST 220*

Goal Area 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 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 goal area include:
- ANTH 102^ ANTH 210
- CHEM 133
- EEC 205
- ENVR 101
- GEOG 100^ GEOG 101
- GEOG 210W
- GEOL 100
- HLTH 101
- PHIL 226W
- RPLS 282
- URBS 150

NOTE: Goal areas 11-13 are part of the general education curriculum at Minnesota State Mankato but not goal areas in the Minnesota Transfer Curriculum.

Goal Area 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, 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 goal area include:
- ANTH 280
- CDIS 205
- DANC 123*
- DANC 255*
- DANC 126
- DANC 127
- DANC 128
- DANC 223*
- DANC 225*
- DANC 226
- DANC 227*
- DANC 228*
- DANC 229
- DANC 328*
- EEC 222W*
- ENG 242W
- EXED 202
- HILTH 210
- HP 104
- HP 105
- HP 114
- HP 117
- HP 130*
- HP 138
- HP 139
- HP 143
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- HP 291
- KSP 220W*
- MSL 210
- MUS 101
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- MUS 103
- MUS 104
- MUS 106
- MUS 108
- MUS 111
- MUS 112
- MUS 113
- MUS 114
- MUS 115
- MUS 116
- MUS 117
- MUS 118
- NURS 101
- POL 101
- RPLS 278
- SOWK 214
- SPEE 220
- SPEE 310
- THEA 102
- THEA 108
- THEA 109
- THEA 105
- THEA 107
- THEA 108
- THEA 109
- THEA 115
- URBS 230
- URBS 230

Goal Area 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 goal area is: FYEX 100

Goal Area 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 goal area include:
EET 115  EET 116  ISYS 110  ISYS 202W  IT 100
IT 110  IT 202W

Cultural Diversity Requirement 2008-2009

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 an AA 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.

Course Selections:

CD-CORE*

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CD-RELATED^*

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2008-2009 Undergraduate Bulletin
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### GOAL AREA 1
**COMMUNICATION**
Satisfied ______

- ENG Comp (min. of 1 course/3 credits – min grade of C or P)

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

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

**PART C**
- Writing Intensive (min. of 2 courses from different departments/6 credits)

### GOAL AREA 2
**CRITICAL THINKING**
Satisfied ______

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

**MSU EQ transfer course credit grade**

### GOAL AREA 3
**NATURAL SCIENCES**
Satisfied ______

- (min. of 2 courses from different departments with at least one lab/6 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 4
**MATHEMATICAL/LOGICAL REASONING**
Satisfied ______

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

**MSU EQ transfer course credit grade**

### GOAL AREA 5
**HISTORY & SOCIAL & BEHAVIORAL SCIENCES**
Satisfied ______

- (min. of 2 courses from different departments/6 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 6
**HUMANITIES & ARTS**
Satisfied ______

- (min. of 2 courses from different departments/6 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 7
**HUMAN DIVERSITY**
Satisfied ______

- (min. of 1 course/3 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 8
**GLOBAL PERSPECTIVE**
Satisfied ______

- (min. of 1 course/3 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 9
**ETHICAL & CIVIC RESPONSIBILITY**
Satisfied ______

- (min. of 1 course/3 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 10
**PEOPLE & THE ENVIRONMENT**
Satisfied ______

- (min. of 1 course/3 credits)

**MSU EQ transfer course credit grade**

### GOAL AREA 11
**PERFORMANCE & PARTICIPATION**
Satisfied ______

- (2-3 credits)

**MSU EQ transfer course(s) credit grade**

### GOAL AREA 12
**FIRST YEAR EXPERIENCE**
Satisfied ______

- (0-1 credits)

**MSU EQ transfer course(s) credit grade**

### GOAL AREA 13
**INFORMATION TECHNOLOGY**
Satisfied ______

- (0-2 credits)

**MSU EQ transfer course(s) credit grade**

**FOREIGN LANG**
BA STUDENTS ONLY
Satisfied ______

- (1 year required/max. of 8 credits)

**MSU EQ transfer course(s) credit grade**

### GENERAL EDUCATION
The goal areas on this page form Minnesota State Mankato’s General Education requirement (GE). Satisfaction of GE requires a minimum of 44 credits and completion of goal areas 1-11. A BS degree requires GE, while a BA degree requires GE and an additional year of a single foreign language, for a total of 52 credits. Detailed information about GE and degree requirements can be found in the Undergraduate Bulletin.

Transfer AS/AAS degrees must have: 40 credits in goal areas 1-10; a min of 1 course in each goal area 3-10; and one course in each part of goal area 1. Goal areas 2 and 11 are exempt.

**TRANSFER DEGREES**

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<th>degree</th>
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**GENERAL EDUCATION SATISFIED ______**

(________________________________)
### Symbols Used

- `< >` the course is used in more than one goal area but the credits only count once towards the 44 credit requirement
- `()` the course has been unsuccessfully attempted
- `0` the course has been repeated
- `☐` the course has been academically reevaluated

### CULTURAL DIVERSITY REQUIREMENT

Satisfied _____

(min of 2 credits from diff. dept/6 credits--including 1 core course)

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

### Exam Credit

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### Notes

- Consult the Minnesota State Mankato Bulletin for detailed information on graduation requirements.
- Totals are not credited until all official transcripts have been received by Minnesota State Mankato.
- Consult with advisors/departments concerning use of courses in major(s) and minor(s).
- To obtain a 4-year degree, students must have at least 30 credits from Minnesota State Mankato.
- To achieve a 4-year degree, students must have at least 40 credits of upper-level (300-400).
- All credits on this form are semester credits – 1 semester credit equals 1.5 quarter credits.
- This document is available in alternative format to individuals with disabilities by calling the Office of the Registrar at 507-389-6266 (V), 800-627-3529.

### Additional Courses

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