
ADVISING, GENERAL EDUCATION, DIVERSE CULTURES AND WRITING INTENSIVE

GENERAL EDUCATION CURRICULUM GUIDELINES

Undergraduate students are required to complete 44 credits of General Education courses in 13 Goal Areas for graduation.

Procedures and Applications

Courses identified as General Education courses must meet the learning outcomes (competencies) for at least one of the Goal Areas. Departments submit course proposals through the Curriculum Design System (CDS) to request that courses be included in the General Education Curriculum. All proposals requesting General Education designation will be reviewed in a manner consistent with all other curricular proposals considered by the university.

Course proposals must clearly articulate how the course content achieves a majority of the learning outcomes for each of the General Education Goal Areas being requested. With the exception of Writing Intensive Courses, no consideration will be given to proposals that limit participation to specific sections of a course. Only courses, not specific sections of courses, are eligible for designation as General Education Courses.

Courses without specific content (e.g., independent study, individual study, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered General Education courses. Exceptions may be made for specific cases if potential for achievement of the General Education outcomes for a particular goal area(s) can be clearly demonstrated prior to registration for the course in question.

All General Education courses will undergo systematic assessment as established by the university's curricular committees. All departments and programs with General Education courses are expected to fully participate in the General Education assessment process.

ACADEMIC ADVISING AND PROGRAM PLANNING

Academic planning 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 program, 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 in New Student & Family Programs 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.

ADVISING 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 Field House, 389-5194

ARTS & HUMANITIES

Gina Maahs, SRC, 226B Armstrong Hall, 389-1712

BUSINESS

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

EDUCATION

Mymique Baxter, SRC, College Advising Center, 117 Armstrong Hall, 389-1215

NURSING

Kasi Johnson, Pre-Nursing Advisor, 319 Wissink Hall, 389-6810

SCIENCE, ENGINEERING AND TECHNOLOGY

Ken Adams, Academic Advisor, 131 Trafton Science Center N, 389-1521

SOCIAL AND BEHAVIORAL SCIENCE

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

COORDINATOR FOR UNDECIDED MAJOR ADVISING

Sara Granberg-Rademacker, New Student & Family Programs, 103 Preska Residence Community, 389-5498

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 New Student & Family Programs Office.

OTHER ADVISING RESOURCES

CAP Program Advisors, Institutional Diversity, 389-6125

Career Development Center, 209 Wigley Administration 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

If undecided, students should go to the New Student & Family Programs Office in

103 Preska Residential Community, 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 a 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.

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

ACCT	Accounting	GERO	Gerontology
AIS	American Indian Studies	HLTH	Health Science
ANTH	Anthropology	HIST	History
AOS	Applied Organizational Studies	HONR	Honors
ART	Art	HP	Human Performance
AET	Automotive Engineering Technology	HUM	Humanities
AST	Astronomy	IT	Computer Information Technology
AVIA	Aviation	IBUS	International Business
BIOL	Biology	KSP	Secondary 5-12 & K-12 Professional Education
BLAW	Business Law	LAWE	Law Enforcement
BUS	College of Business	MGMT	Management
CAHN	College of Allied Health & Nursing	MET	Manufacturing Engineering Technology
CHEM	Chemistry	MRKT	Marketing
CIVE	Civil Engineering	MASS	Mass Media
CDIS	Communication Disorders	MATH	Mathematics
CMST	Communication Studies	ME	Mechanical Engineering
CS	Computer Science	MEDT	Medical Technology
CM	Construction Management	MSL	Military Science and Leadership
CORR	Corrections	MUS	Music
CSP	Counseling and Student Personnel	NPL	Nonprofit Leadership
DANC	Dance	NURS	Nursing
DHYG	Dental Hygiene	OPEN	Open Studies
ECON	Economics	PHIL	Philosophy
ED	Education	PHYS	Physics
EDAD	Educational Leadership	POL	Political Science
EE	Electrical Engineering	PSYC	Psychology
EEC	Elementary Education	RPLS	Recreation, Parks & Leisure Services
EET	Electronic Engineering Technology	REHB	Rehabilitation Counseling
ENG	English	SCAN	Scandinavian Studies
ESL	English As A Second Language	SOST	Social Studies
ENVR	Environmental Sciences	SOWK	Social Work
ETHN	Ethnic Studies	SOC	Sociology
EXED	Experiential Education	SPAN	Spanish
FCS	Family Consumer Science	SPED	Special Education (Academic and Behavioral Strategist)
FINA	Finance	STAT	Statistics
FYEX	First Year Experience	THEA	Theatre Arts
FREN	French	URBS	Urban & Regional Studies
GWS	Gender and Women's Studies	WLC	World Languages & Cultures (formally Modern Languages)
GEOG	Geography		
GEOLOGY	Geology		
GER	German		

General Education courses that also satisfy the Diverse Cultures Graduation Requirement as either a Purple or Gold course are identified in the Goal Areas by a ^P for Purple and a ^G for Gold. (Example = ENG211-

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. Though DARS produces an accurate report of a student's graduation progress, infrequently some items cannot be checked for or taken into account. For example, audits do display the results of nearly all departmental substitutions and waivers, but there are some situations that cannot be dealt with. 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

COURSE OFFERINGS

This bulletin lists course offerings for the academic year beginning with fall semester 2012. 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) of class group activity under supervision.

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

Writing Intensive "W" Designator. In certain cases, the 3-digit number may be followed by the letter "W", which indicates that the course satisfies the writing intensive graduation requirement, 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. Students can be dropped from a course for which they are not found to have met the prerequisites. Some courses require prerequisites and/or co-requisite courses. These are listed at the end of the course descriptions in this bulletin. In some cases, prerequisites are "enforced." If so, you would be unable to register without first verifying that you have completed the required prerequisite course. It is the student's responsibility to review prerequisite requirements, and register for the appropriate level course. Questions about prerequisite course requirements should be directed to your academic advisor, the College Advising Center, or the department offering the course.

General Education and Diverse Cultures Satisfaction. Courses approved as satisfying General Education requirements are symbolized after the course description. For example, a course satisfying Goal Area 4 will be denoted as GE-4. Similarly, courses approved as satisfying the Diverse Cultures Graduation Requirement will be denoted as Diverse Cultures-Purple and Diverse Cultures-Gold after the description. If a course satisfies both a General Education and a Purple course requirement, for example, in Goal Area 5, it will be denoted as Diverse Cultures-Purple and under this, GE-5. If a course satisfies both a General Education and a Gold course requirement in Goal Area 5, it will be denoted as Diverse Cultures-Gold, followed by GE-5.

GENERAL EDUCATION

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 40 credits of 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:

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

GENERAL EDUCATION 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 11, 12, and 13 are not part of the Minnesota Transfer

- Curriculum.
4. A single course may be placed in more than one goal area. Each credit in any of these courses, however, may be counted only once in meeting the 44 credits 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., 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, General or Mechanical Engineering, and the Nursing degree, general education requirements differ. See the program requirements for a detailed explanation of general education coursework for these degree programs.
 9. For Bachelor of Science Degrees in Electrical, Civil, Computer, General or Mechanical Engineering, the Writing Intensive graduation requirement is waived for the 2012-2013 academic year.
 10. The General Education requirements of the Associate of Arts degree are the same as for the Bachelor's degree.
 11. General Education courses that also satisfy the Diverse Cultures graduation requirement as either a Purple or Gold course are identified by a "P" for Purple and a "G" for Gold.
 12. General Education courses that also satisfy the Writing Intensive graduation requirement are identified by a "W" for Writing Intensive.
 13. 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" (2.0). A grade of "C-" does not satisfy this goal area.

Goal: The goal of English 101 is to provide students with

- a rich understanding of how writing works
- guided opportunities to apply this understanding in specific writing situations
- experience analyzing, researching, and writing for academic writing situations
- opportunities to reflect on the development of their writing knowledge and skills

Students will be able to:

- (a) draw upon strategies for idea generation, drafting, revision, design, and editing;
- (b) analyze and produce texts guided by basic rhetorical concepts;
- (c) practice critical reading skills, including the ability to identify genre conventions and evaluate the claims, evidence, and reasoning in a text;
- (d) demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
- (e) integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation conventions;
- (f) explain their writing choices, using concrete examples to support t

their claims;

- (g) employ syntax and usage appropriate to academic disciplines and the professional world.

The only 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 CMST 100 CMST 102 CMST 212 POL 234

GOAL AREA 2: CRITICAL THINKING

(Requires completion of the rest of the General Education 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 ones that are specific to the practice of a particular discipline or area of inquiry but rather will be skills that are common to different disciplines and different areas of inquiry. Students will be able to:

- (a) gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
- (b) weigh evidence for and against hypotheses;
- (c) recognize, construct, and evaluate arguments;
- (d) apply appropriate critical and evaluative principles to texts, documents, or works--one's own or others'--in oral, visual, or written mediums.

Course(s) which satisfy this goal area include:

AST 115 CHEM 111 CHEM 191 CHEM 201 CMST 101W
 CSP 110 ECON 103W^P ECON 207 ENG 201W ENG 271W
 ENG 272W ENG 301W GWS 230^P HLTH 212 KSP 200⁶
 MATH290 PHIL 110 PHIL 112 PHIL 311 PHYS 211
 PHYS 221 POL 103W PSYC 103W

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:

- develop understanding of scientific theories;
- formulate and test hypotheses in either laboratory, simulation, or field experiences;
- communicate his/her experimental findings and interpretations both orally and in writing;
- apply the natural science perspective to society issues.

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

ANTH 120	ANTH 210-L	ANTH 220-L	AST 101
AST 102	AST 104-L	AST 115	BIOL 100-L
BIOL 102	BIOL 103W-L	BIOL 105-L	BIOL 105W-L
BIOL 270-L	CHEM 100-L	CHEM 104	CHEM 106
CHEM 111-L	CHEM 131	CHEM 134	CHEM 135
CHEM 191	CHEM 201-L	EET 112-L	EET 118
FCS 140	GEOG 101	GEOL 100-L	GEOL 108
GEOL 121-L	GEOL 122-L	PHYS 100-L	PHYS 101-L
PHYS 102	PHYS 105	PHYS 107	PHYS 110-L
PHYS 211-L	PHYS 221-L		

GOAL AREA 4: MATHEMATICAL/LOGICAL REASONING

Requires one course, 3 credits or more, with a grade of at least "P" or "C", i.e. 2.0. A grade of "C-" does not satisfy this goal area.

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:

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

Course(s) which satisfy this goal area include:

ECON 207	MATH 110	MATH 112	MATH 113	MATH 115
MATH 121	MATH 130	MATH 180	MATH 181	MATH 201
PHIL 110	PHIL 112	PHIL 311	SOC 202	STAT 154

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 and to challenge students to examine the implications of this knowledge and its inter-connection with action and living an informed life. Students will be able to:

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

Course(s) which satisfy this goal area include:

AIS 101 ^P	AIS 210W ^P	AIS 210 ^P	AIS 220W ^P
AIS 230W ^P	AIS 240W ^P	ANTH 101 ^P	ANTH 102
ANTH 240 ^G	ANTH 250W ^P	CORR 106 ^P	CORR 255
ECON 100	ECON 103W ^P	ECON 201	ECON 202
ECON 314W	ETHN 100 ^P	ETHN 101 ^P	ETHN 201W ^P

ETHN 202W	ETHN 203W ^P	ETHN 204W ^P	ETHN 220W ^P
ETHN 440	FCS 100	GEOG 103 ^P	GWS 110 ^P
GWS 110W ^P	GWS 225 ^G	GWS 225W ^G	HIST 155 ^P
HIST 160 ^P	HIST 170	HIST 170W	HIST 171 ^P
HIST 171W	HIST 180	HIST 180W	HIST 181
HIST 181W	HIST 190 ^P	HIST 190W ^P	HIST 191 ^P
HIST 191W ^P	HLTH 240	KSP 235	LAWE 132
MSL 252	MRKT 100	POL 100	POL 104
POL 111	PSYC 101	PSYC 206	SOC 101 ^P
SOC 101W ^P	SOC 150 ^P	SOC 208 ^P	SOC 209 ^P
SOC 255	SOWK 190W	SOWK 255 ^P	URBS 100
URBS 150			

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:

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

Course(s) which satisfy this goal area include:

ART 100	ART 160 ^P	ART 231	ART 260 ^P
ART 261	ART 265W	ART 275	CMST 310
CS 201W	DANC 120	EET 125 ^P	ENG 110
ENG 112W	ENG 113W	ENG 114	ENG 118 ^P
ENG 210W	ENG 211W ^P	ENG 212W	ENG 213W
ENG 214	ENG 215	ENG 216W	ENG 217
ENG 334W ^P	GWS 230 ^P	GWS 251 ^P	GWS 251W ^P
HUM 150	HUM 151	HUM 155	HUM 156 ^P
HUM 250W	HUM 280W	HUM 281W ^P	HUM 282W ^P
KSP 251	MASS 260 ^P	MUS 120	MUS 125 ^P
MUS 126 ^P	MUS 328 ^G	PHIL 100W	PHIL 101W
PHIL 115W	PHIL 120W	PHIL 205W	PHIL 222W
PHIL 224W	PHIL 240W	PHIL 321W	PHIL 322W
PHIL 323	PHIL 334W	PHIL 336W	PHIL 337
PHIL 358W ^P	SCAN 150W ^P	SCAN 251W ^P	THEA 100
THEA 101	THEA 115	THEA 285W ^P	URBS 110

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:

- understand the development of and the changing meanings of group identities in the United States' history and cultures;
- demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
- analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
- 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:

AIS 101 ^P	AIS 210 ^P	AIS 210W ^P	AIS 220W ^P
AIS 230W ^P	AIS 240 ^P	AIS 240W ^P	ANTH 280 ^G
CDIS 290 ^P	CMST 203 ^P	EEC 222W ^G	ENG 118 ^P
ENG 211W ^P	ETHN 100 ^P	ETHN 101 ^P	ETHN 150 ^G
ETHN 200	ETHN 201W ^P	ETHN 202W	ETHN 203W ^P
ETHN 204W	GERO 200 ^P	GWS 110 ^P	GWS 110W ^P
GWS 225 ^G	GWS 225W ^G	GWS 251 ^P	GWS 251W ^P
HIST 155 ^P	HIST 190 ^P	HIST 190W ^P	HIST 191 ^P
HIST 191W ^P	HLTH 211 ^G	HUM 281W ^P	KSP 220W
KSP 251	KSP 260 ^G	MASS 260 ^P	MUS 125 ^P
MUS 126 ^P	PHIL 115W	REHB 110W ^G	SOC 150 ^P
SOC 208 ^P	SOC 209 ^P	THEA 285W ^P	

GOAL AREA 8: GLOBAL PERSPECTIVES

(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:

- 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;
- demonstrate knowledge of cultural, social, religious and linguistic differences;
- analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
- 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 ^P	ANTH 230 ^G	ANTH 240 ^G	ART 160 ^P
ART 260 ^P	ART 261	ART 265W	CDIS 206
CDIS 207	CMST 203 ^P	DANC 120	DANC 225 ^P
ECON 314W	EET 118	EET 125 ^P	ENG 212W
ENG 334W ^P	ENVR 101	FREN 101	FREN 102
FREN 201	FREN 202	GEOG 100 ^P	GEOG 103 ^P
GER 101	GER 102	GER 201	GER 202
GWS 220 ^P	GWS 220W ^P	HIST 160 ^P	HIST 170
HIST 170W	HIST 171 ^P	HIST 171W	HIST 181
HIST 181W	HUM 155	HUM 156 ^P	HUM 282W ^P
KSP 260 ^G	MUS 328 ^G	PHIL 205W	PHIL 358W ^P
POL 106	POL 234	SCAN 101	SCAN 102
SCAN 111	SCAN 112	SCAN 150W ^P	SCAN 251W ^P
SOC 101 ^P	SOC 101W ^P	SOWK 255 ^P	SPAN 101
SPAN 102	SPAN 201	SPAN 202	SPAN 210W
URBS 100			

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:

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

Course(s) which satisfy this goal area include:

BLAW 131	CHEM 131	CMST 300	CORR 106 ^P
CORR 255	CS 201W	ENG 213W	GWS 120 ^P
GWS 120W ^P	GWS 220 ^P	GWS 220W ^P	HIST 180
HIST 180W	IT 100	IT 202W	KSP 101
KSP 200 ^G	KSP 250	MASS 110 ^P	PHIL 120W
PHIL 222W	PHIL 224W	PHIL 226W	PHIL 240W
PHIL 321W	PHIL 322W	PHIL 323	POL 101
POL 111	SOC 255	SOWK 190W	URBS 230
URBS 230W			

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:

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

Course(s) which satisfy this goal area include:

AIS 360 ^P	ANTH 102	ANTH 210	EEC 205	ENVR 101
GEOG 100 ^P	GEOG 101	GEOG 210W	GEOL 100	GEOL 108
GEOL 121	HLTH 101	PHIL 226W	RPLS 282	SOC 360 ^P
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:

- participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
- interact with others of another culture in its indigenous setting through a structured experience;
- participate cooperatively in group athletic activity or artistic performance.

Course(s) which satisfy this goal area include:

ANTH 280 ^G	CDIS 205	CMST 220	CMST 310
DANC 123	DANC 125	DANC 126	DANC 127
DANC 128	DANC 223	DANC 225 ^P	DANC 226
DANC 227	DANC 228	DANC 229	DANC 328
EEC 222W ^G	ENG 217	ENG 242W	EXED 202
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

**DIVERSE CULTURES GRADUATION
REQUIREMENT CURRICULUM GUIDELINES
(DCGR)**

HP 175	HP 176	HP 177	HP 178
HP 179	HP 180	HP 181	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 106
MUS 108	MUS 111	MUS 112	MUS 113
MUS 114	MUS 115	MUS 116	MUS 117
MUS 118	MUS 119	NURS 101W	POL 101
RPLS 278	SOWK 214	THEA 102	THEA 103
THEA 105	THEA 107	THEA 108	THEA 109
THEA 115	URBS 230	URBS 230W	

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.

The only 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 ENG 271W ENG 272W IT 100
IT 202W

Note. Students graduating under the 2012-13 bulletin will satisfy DCGR by taking 1 Purple and 1 Gold course or 2 Purple courses.

Goals and Outcomes. Minnesota State Mankato has adopted the following policy on the role of diversity in education:

Diversity at Minnesota State Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences.

In keeping with the spirit of this commitment, all Minnesota State Mankato undergraduate students must satisfy the DCGR for graduation. For purposes of further clarifying the DCGR, diversity is defined in comprehensive terms as the many faceted ways in which human beings differ from one another. Often overlapping, these differences can include: age, gender, national origin, sexual orientation, mental/physical ability, race/ethnicity.

GRADUATION RULES:

Diverse Cultures Graduation Requirement – Purple and Gold Courses

1. Students pursuing a baccalaureate degree must take either:
 - a. at least one (1) course for a minimum of 3 credits from the list of courses designated as Purple (Content) and at least one (1) course for a minimum of 3 credits from the list of courses designated as Gold (Experiential and Reflective), OR
 - b. at least two (2) courses for a minimum of 6 credits from the list of courses designated as Purple (Content).
2. One Purple course for a minimum of 3 credits satisfies the Diverse Cultures requirement for the AA or AS degree issued by Minnesota State Mankato.
3. Transfer students who have taken between 30 and 59 credits will be granted 3 credits toward the Purple course requirement.
4. Transfer students who have taken 60 or more credits or have already received an AA degree will be granted 3 Purple course credits and 3 Gold course credits, thus satisfying their entire Diverse Cultures Graduation Requirement.
5. Students must take courses from at least two different disciplines to satisfy the Diverse Cultures Graduation Requirement.
6. Students are encouraged to complete the Purple course requirement prior to completion of the Gold course requirement.

Transition Policy from the Cultural Diversity to Diverse Cultures Graduation Requirements:

Students must satisfy the Diversity requirement as defined by the bulletin under which they are graduating. However, for a transitional period from the 2009 – 2013 academic years, a course taken under the pre-2009 diversity requirement definition (“core or related”) shall be considered equivalent to a Purple course. This means:

1. Students graduating under a pre-2009 bulletin can meet the old or the new requirement.
2. Students moving from a pre-2009 bulletin to a newer bulletin can use a course that satisfied previous requirements at the time when they took it (“diversity – core and related”) to satisfy the Purple course requirements under the newer bulletin.
3. Students taking any of the following courses in academic year 2009-2010 shall be granted a minimum of 3 credits towards the Diverse Cultures graduation requirement:

ANTH 230, ANTH 240, ANTH 250, ANTH 421, ART, 160, EEC 222,
ENG 448, FCS 120, HIST 160, REHB 110

The transitional policy shall be effective August, 2009.

GOAL AREA 1

DIVERSE CULTURES - PURPLE (Content-Based)

To prepare students with course content and the analytical and reflective skills to better understand diversity in the United States and in other societies across the world.

Learning Outcomes

Students will be able to:

1. Master an understanding of diversity as defined by Minnesota State Mankato.
2. Acquire a substantive knowledge base to identify the impact of oppression for individuals from diverse populations.
3. Obtain the analytical skills necessary to make links between historical practices and contemporary U.S. societal issues of diversity.
4. Apply the same method for interpreting diversity issues in the United States to understanding issues of diversity in other societies across the world.
5. Develop an understanding of historical and contemporary social relations in specific societies across the world.

Satisfying Purple Courses for Goal 1

1. Purple courses meet the outcomes associated with Goal 1 and are primarily aimed at helping students learn content.
2. Purple courses allow students to explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.
3. Although Purple courses may focus primarily on one diverse group of people, the course content should relate the basic concepts and issues discussed to a variety of groups.
4. Purple courses must meet at least 3 of the learning outcomes identified for Goal 1, including Learning Outcome 1.
5. Purple courses may have experiential and reflective components, but the primary focus is on content.

DIVERSE CULTURES - PURPLE COURSES

AIS 101	AIS 110	AIS 111	AIS 210
AIS 210W	AIS 220W	AIS 230W	AIS 240
AIS 240W	AIS 340	AIS 360	AIS 370
AIS 380	ANTH 101	ANTH 250W	ANTH 421
ART 160	ART 260	ART 416	ART 467
ART 469	CDIS 290	CMST 203	CMST 403
CORR 106	CORR 444	DANC 225	ECON 103W
EET 125	ENG 118	ENG 211W	ENG 318
ENG 334W	ENG 402	ENG 433	ENG 436
ENG 438	ENG 448	ETHN 101	ETHN 201W
ETHN 203W	ETHN 204W	ETHN 220W	ETHN 403
ETHN 410	ETHN 460	ETHN 470	ETHN 486
FCS 120	FCS 400	GEOG 100	GEOG 103
GERO 200	GWS 110	GWS 110W	GWS 120
GWS 120W	GWS 220	GWS 220W	GWS 230
GWS 251	GWS 251W	HIST 155	HIST 160
HIST 171	HIST 190	HIST 190W	HIST 191
HIST 191W	HIST 435	HIST 437	HIST 438
HIST 454	HIST 455	HIST 458	HIST 459
HIST 462	HIST 466	HIST 470	HIST 471
HIST 476	HIST 478	HUM 156	HUM 281W
HUM 282W	MASS 110	MASS 260	MUS 125
MUS 126	PHIL 358W	PSYC 460	RPLS 274
SCAN 150W	SCAN 251W	SCAN 451	SOC 101
SOC 101W	SOC 150	SOC 208	SOC 209
SOC 360	SOC 404	SOC 430	SOC 446
SOC 460	SOC 461	SOC 463	SOWK 255
SPAN 451	THEA 285W		

GOAL AREA 2

DIVERSE CULTURES - GOLD (Experiential & Reflective)

To give students learning opportunities to experience diversity with reflection supervised by a faculty member; to assist them in recognizing and responding to conditions of marginalized populations. Marginalized populations refer to specific groups of peoples or individuals that are relegated to the outer edges of society or social standing, both in this country and abroad. Such people are often denied access to resources and privileges available to mainstream society.

Learning Outcomes

Students will be able to:

1. Interact with individuals from diverse populations outside the classroom and to have the opportunity to reflect on such interactions.
2. Demonstrate an acquisition of the basic knowledge and understanding of diversity related concepts so that the student's experience will have meaning and context.
3. Integrate classroom knowledge with experiential learning in analyzing and responding to conditions of marginalized populations.

Students will explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.

Satisfying Gold Courses for Goal 2

1. Achievement of the Goal 2 outcomes requires students to have experiential encounters with diverse cultures and reflect on those experiences as part of the course requirements.
2. Gold courses must also contain sufficient content regarding interactions with diverse populations to establish a context and conceptual base for the student to effectively reflect on the experiences.
3. Gold courses should present content that allows students to explore basic concepts such as oppression, prejudice, discrimination, racism and ethnocentrism and responses to each; civil liberties in the context of economic, political, social, religious and educational issues of race, gender, sexual orientation, age, class and disabilities in a pluralistic society.
4. Gold courses must meet all 3 of the learning outcomes identified for Goal 2.

DIVERSE CULTURES - GOLD COURSES

AIS 455	AIS 460	AIS 497	ANTH 230
ANTH 240	ANTH 280	EEC 222W	ENG 485
ETHN 150	ETHN 401	ETHN 402	FCS 230
GWS 225	GWS 225W	HLTH 211	KSP 200
KSP 260	MUS 328	PSYC 230	REHB 110W
SOC 420	SPAN 396	SPED 409	

Curricular Procedures. The Diverse Cultures Graduation Requirement was made effective beginning with the 2009-2010 academic year. Courses that met the university's previous Cultural Diversity requirement will not automatically be included in the list of Purple and Gold courses that meet the new requirement.

Departments will need to submit course proposals through the Curriculum Design System (CDS) to include these courses in the new requirement all course submissions for consideration as either Purple or Gold courses will be reviewed in a manner consistent with all other curricular proposals. An individual course may be either a Purple course or a Gold course, but not both. Any 100-400 level undergraduate course that meets the relevant goals and outcomes may be included among the Purple and Gold courses. No consideration will be given to proposals that limit participation to specific sections of a course.

Only courses in their entirety, not specific sections of courses, are eligible for designation as Purple or Gold courses.

Courses without specific content (e.g., independent study, individual studies, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered Purple or Gold courses. Exceptions may be made for specific cases if potential for achievement of the Purple or Gold course outcomes can be clearly demonstrated prior to registration for the course in question.

All Purple and Gold courses will undergo systematic assessment as established by the university's curricular committees all departments and programs with Purple or Gold courses are expected to fully participate in the DCGR assessment process.

WRITING INTENSIVE GRADUATION REQUIREMENT CURRICULUM GUIDELINES (WIGR)

Minnesota State Mankato has adopted the following policy on the role of writing in education

Goals and Outcomes. Writing at Minnesota State Mankato is a commitment to all undergraduate students that they are given ample opportunity to develop sound writing skills that enable them to succeed in their respective professions. Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:

- (a) Engage in effective writing processes, including the ability to generate ideas, draft, revise, format, and edit their work.
- (b) Use writing to grapple with course content and reflect on their learning.
- (c) Produce texts appropriate for an intended audience, purpose, and context.
- (d) Display strong technical skills in areas such as grammar, mechanics, and source documentation.

In addition to demonstrating these competencies, students enrolled in upper-division writing-intensive courses will be able to:

- (e) Write in academic, professional, or public genres related to the discipline, displaying an understanding of the genres' communicative functions and contexts.
- (f) Locate, evaluate, analyze, and use source material or data in their writing.

In keeping with the spirit of this commitment, all Minnesota State Mankato undergraduate students must satisfy the Writing Intensive graduation requirement for graduation. For purposes of further clarifying the Writing Intensive graduation requirement, 'writing intensive' is defined as 20 pages (250 words per page) of evaluated written work, spread across a course. The 20 pages of writing assigned in a Writing Intensive course might include a combination of informal, exploratory writing and formal, polished writing.

- (a) Informal writing assignments allow students to grapple with course content and clarify their understanding and/or opinions of course material. This writing might include learning logs, response journals, lab notebooks, discussion boards and the like.
- (b) Formal writing assignments require students to use writing as a means to communicate in more formal writing situations. Such assignments might ask students to write for real or imagined academic, professional, or public audiences and to write in genres/for communicative purposes appropriate to the discipline.

At least 10 of the 20 pages must receive written feedback from instructors. Faculty are encouraged to solicit a draft or other preliminary work, provide written feedback on this writing-- supplemented, whenever possible, with feedback from other students - and allow students time for revision and editing.

A portion of class time should be dedicated to writing instruction, and writing should play a significant role in the course grade.

Graduation Rules:

Writing Intensive graduation requirement --

1. Students pursuing a baccalaureate degree must take two (2) courses for a minimum of six (6) credits from the list of courses designated as writing intensive.
2. One (1) writing intensive course for a minimum of three (3) credits satisfies the Writing Intensive requirement for the AA degree issued by Minnesota State Mankato.
3. Transfer students who have taken thirty (30) or more credits or have already received an AA degree will be granted a minimum of three (3) Writing Intensive credits.

Rules for transition from previous bulletins

Students have to satisfy the Writing Intensive requirement as defined by the bulletin under which they are graduating. However, for a transitional period from the academic years 2012 - 2015, a course taken under the pre-2012-2013 Writing Intensive requirement definition shall be considered equivalent to a Writing Intensive Course. This means:

- (a) Students graduating under a pre-2012-2013 bulletin can meet the old or the new requirement.
- (b) Students moving from a pre-2012-2013 bulletin to a newer bulletin can use a course that satisfied the previous Writing Intensive requirements at the time when they took it to satisfy the Writing Intensive course requirement under the newer bulletin.

Course(s) which satisfy this goal area include:

AIS 210W ^P	AIS 220W ^P	AIS 240W ^P	AIS 300W
ANTH 250W ^P	ART 265W	BIOL 103W	BIOL 105W
CHEM 381W	CMST 101W	CS 201W	ECON 103W ^P
ECON 314W	EEC 222W ^G	ENG 112W	ENG 113W
ENG 201W	ENG 210W	ENG 211W ^P	ENG 212W
ENG 213W	ENG 216W	ENG 242W	ENG 271W
ENG 272W	ENG 301W	ENG 334W ^P	ETHN 201W ^P
ETHN 202W	ETHN 203W ^P	ETHN 204W ^P	ETHN 220W ^P
ETHN 300W	FREN 302W	GEOG 210W	GWS 110W ^P
GWS 120W ^P	GWS 220W ^P	GWS 225W ^G	GWS 251W ^P
HIST 170W	HIST 171W	HIST 180W	HIST 181W
HIST 190W ^P	HIST 191W ^P	HLTH 380W	HLTH 410W
HUM 250W	HUM 280W	HUM 281W ^P	HUM 282W ^P
IT 202W	KSP 220W	NURS 101W	PHIL 100W
PHIL 101W	PHIL 115W	PHIL 120W	PHIL 205W
PHIL 222W	PHIL 224W	PHIL 226W	PHIL 240W
PHIL 321W	PHIL 322W	PHIL 323	PHIL 334W
PHIL 336W	PHIL 358W ^P	POL 103W	PSYC 103W
REHB 110W ^G	RPLS 447W	RPLS 471W	SCAN 150W ^P
SCAN 251W ^P	SOC 101W ^P	SOWK 190W	SPAN 210W
THEA 285W ^P	URBS 230W		

Curricular Procedures. The Writing Intensive (WI) graduation requirement was made effective with the 2012-2013 academic year. Courses that met the University's previous Writing Intensive requirement will automatically be included in the list of Writing Intensive courses that meet the new requirement for the 2012-2013 academic year. Departments will need to submit course proposals through the Curriculum Design System (CDS) to include any new courses in the new requirement. All course submissions for consideration as Writing Intensive will be reviewed in a manner consistent with all other curricular proposals.

An individual course may be considered Writing Intensive. Any 100-400 level undergraduate course that meets the relevant goals and outcomes may be included as a Writing Intensive course. No consideration will be given to proposals that limit participation to specific sections of a course. Only courses in their entirety, not specific sections of courses, are eligible for designation as Writing Intensive courses.

Courses without specific content (e.g., independent study, individual studies, directed readings, topics, internships, practicums, and field experience courses) will generally not be considered Writing Intensive courses. Exceptions may be made for specific cases if potential for achievement of the Writing Intensive outcomes can be clearly demonstrated prior to registration for the course in question.

All Writing Intensive courses will undergo systematic assessment as established by the university's curricular committees. All departments and programs with Writing Intensive courses are expected to fully participate in the Writing Intensive assessment process.

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Minnesota State University, Mankato 2012-2013 Bachelor of Arts (BA)/Bachelor of Science (BS) CREDIT EVALUATION FORM

Name _____ Tech ID _____ Adm Term _____ Degree _____ Major(s) _____ Minor(s) _____
 Address _____

GOAL AREA 1 COMMUNICATION Satisfied _____
 MSU EQ transfer course credit grade _____
 PART A Eng Comp (min of 1 course/3 credits – min grade of C or P) _____

PART B Speech & Oral Reasoning (min of 1 course/3 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 diff. depts 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 diff. depts/6 credits) _____
 MSU EQ transfer course credit grade _____

GOAL AREA 6 HUMANITIES & ARTS Satisfied _____
 (min. of 2 courses from diff. depts/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 Satisfied _____
BA STUDENTS ONLY _____
 (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. BA degrees also require a year of a single foreign language; the language courses may double count for GE if they are approved for GE credit. 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 degree institution accepted GE credits needed _____ _____ _____
GENERAL EDUCATION SATISFIED _____

