
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, SRC, 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, SRC, 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 | Aging Studies |
| 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 | MUSE | Museum Studies (See Anthropology) |
| DANC | Dance | NPL | Nonprofit Leadership |
| DHYG | Dental Hygiene | NURS | Nursing |
| ECON | Economics | OPEN | Interdisciplinary Studies |
| ED | Education | PHIL | Philosophy |
| EE | Electrical Engineering | PHYS | Physics |
| EEC | Elementary Education | POL | Political Science |
| EET | Electronic Engineering Technology | PSYC | Psychology |
| ENG | English | RPLS | Recreation, Parks & Leisure Services |
| ESL | English As A Second Language | REHB | Rehabilitation Counseling |
| ENVR | Environmental Sciences | SCAN | Scandinavian Studies |
| ETHN | Ethnic Studies | SOST | Social Studies |
| EXED | Educational Leadership | SOWK | Social Work |
| FCS | Family Consumer Science | SOC | Sociology |
| FILM | Film Studies | SPAN | Spanish |
| FINA | Finance | SPED | Special Education (Academic and Behavioral Strategist) |
| FYEX | First Year Experience | STAT | Statistics |
| FREN | French | THEA | Theatre Arts |
| GWS | Gender and Women's Studies | URBS | Urban & Regional Studies |
| GEOG | Geography | WLC | World Languages & Cultures (formally Modern Languages) |
| GEOG | 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 = ENG211W^P)

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 2013. 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 of ideas through reading, listening, critical and integrative thinking, writing, speaking, and technological literacy;
2. Exploration of various ways of knowing through study of the content, methods of inquiry and creative modes of a broad spectrum of disciplines;
3. Our common membership in the human community, coupled with awareness that we live in a diverse world;
4. The interrelatedness of human society and the natural environment and the ethical dimensions of political, social, and personal life; and
5. Development of responsibility for lifelong learning.

GENERAL EDUCATION 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 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 their claims;
- (g) employ syntax and usage appropriate to academic disciplines and the professional world.

Courses which satisfies this goal area are: ENG 101, ENG 104

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 200^G MATH 290
 MUS 321W MUS 322W 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:

- (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)

| | | | |
|------------|-------------|------------|-------------|
| 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 interconnection 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 210 ^P | AIS 210W ^P | AIS 220W ^P |
| AIS 230W ^P | AIS 240W ^P | ANTH 101 ^P | ANTH 102 |
| ANTH 240 ^G | ANTH 250W ^P | ANTH 260 ^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 | MUSE 200W |
| 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 118 ^P | ENG 125 ^P |
| ENG 146 | ENG 211W ^P | ENG 212W | ENG 213W |
| ENG 215 | FILM 110 | FILM 114 | FILM 210W |
| FILM 214 | FILM 216W | FILM 217 | FILM 334W ^P |
| GER 150W ^P | GWS 230 ^P | GWS 251 ^P | GWS 251W ^P |
| HUM 150 | HUM 151 | HUM 155 | HUM 156 ^P |
| HUM 250 | HUM 250W | HUM 280 | HUM 280W |
| HUM 281W ^P | HUM 282W ^P | KSP 251 | MASS 260 ^P |
| MUS 120 | MUS 125 ^P | MUS 126 ^P | MUS 127 |
| MUS 328 ^G | PHIL 100W | PHIL 101W | PHIL 115W |
| PHIL 120W | PHIL 205W | PHIL 222W | PHIL 224W |
| PHIL 240W | PHIL 321W | PHIL 322W | PHIL 323W |
| 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;
- 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 ^P | 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 | ANTH 260 ^P |
| 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 125 ^P | ENG 146 | ENG 212W | ENVR 101 |
| FILM 334W ^P | FREN 101 | FREN 102 | FREN 201 |
| FREN 202 | GEOG 100 ^P | GEOG 103 ^P | GER 101 |
| GER 102 | GER 150W ^P | 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 | MUSE 200W | 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 | NPL 273 |
| PHIL 120W | PHIL 222W | PHIL 224W | PHIL 226W |
| PHIL 240W | PHIL 321W | PHIL 322W | PHIL 323W |
| 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 | GEOG 100 | GEOG 108 |
| GEOG 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 242W | EXED 202 | FILM 217 |
| HLTH 210 | HP 101 | HP 103 | HP 104 |
| HP 105 | HP 114 | HP 117 | HP 130 |
| HP 138 | HP 139 | HP 143 | HP 145 |
| HP 146 | HP 147 | HP 148 | HP 149 |
| HP 150 | HP 152 | HP 153 | HP 154 |
| HP 155 | HP 156 | HP 157 | HP 158 |
| HP 159 | HP 161 | HP 166 | HP 174 |
| HP 175 | HP 176 | HP 177 | HP 178 |
| HP 179 | HP 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

DIVERSE CULTURES GRADUATION REQUIREMENT CURRICULUM GUIDELINES (DCGR)

Note. Students graduating under the 2013-14 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 – 2014 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^G ANTH 240^G ANTH 250^P ANTH 421W^P
ART 160^P EEC 222W^G ENG 448^P FCS 120^P
HIST 160^P REHB 110W^G

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 260 |
| ANTH 421W | ANTH 436W | ANTH 442W | ANTH 443W |
| 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 125 | ENG 211W |
| ENG 318 | ENG 402 | ENG 433 | ENG 436 |
| ENG 438 | ENG 448 | ETHN 100 | ETHN 101 |
| ETHN 201W | ETHN 203W | ETHN 204W | ETHN 220W |
| ETHN 300W | ETHN 403 | ETHN 410 | ETHN 460 |
| ETHN 470 | ETHN 486 | FCS 120 | FCS 400 |
| FILM 334W | GEOG 100 | GEOG 103 | GER 150W |
| 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 | MUS 329 | PHIL 358W | PSYC 460W |
| 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 | 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 402W | FCS 230 |
| GERO 200W | GWS 225 | GWS 225W | HLTH 211 |
| KSP 150 | KSP 200 | KSP 260 | MRKT 494 |
| 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 230W ^P | AIS 240W ^P |
| AIS 300W | ANTH 250W ^P | ANTH 421W ^P | ANTH 425W |
| ANTH 436W ^P | ANTH 438W | ANTH 442W ^P | ANTH 443W ^P |
| ART 265W | BIOL 103W | BIOL 105W | CAHN 101W |
| CHEM 381W | CIVE 370W | CMST 101W | CS 201W |
| ECON 103W ^P | ECON 314W | ECON 482W | EEC 222W ^G |
| ENG 112W | ENG 113W | ENG 201W | ENG 211W ^P |
| ENG 212W | ENG 213W | ENG 242W | ENG 271W |
| ENG 272W | ENG 275W | ENG 301W | ENG 474W |
| ENG 477W | ENGR 311W | ENGR 312W | ENGR 411W |
| ENGR 412W | ETHN 201W ^P | ETHN 202W | ETHN 203W ^P |
| ETHN 204W ^P | ETHN 220W ^P | ETHN 300W ^P | ETHN 402W ^G |
| FILM 210W | FILM 216W | FILM 334W ^P | FREN 302W |
| GEOG 210W | GER 150W ^P | GERO 200W ^G | 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 | ME 436W | ME 438W |
| MUS 321W | MUS 322W | MUSE 200W | 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 323W |
| PHIL 334W | PHIL 336W | PHIL 358W ^P | POL 103W |
| PSYC 103W | PSYC 425W | PSYC 460W ^P | REHB 110W ^G |
| RPLS 447W | RPLS 471W | SCAN 150W ^P | SCAN 251W ^P |
| SOC 101W ^P | SOWK 190W | SPAN 210W | THEA 285W ^P |
| THEA 381W | THEA 417W | THEA 485W | THEA 487W |
| 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.