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## ADVISING GENERAL EDUCATION DIVERSE CULTURES 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 unsure 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-Zurbey, 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

Melissa Iverson, SRC, College of Social and Behavioral Sciences Advising "U", 114 Armstrong Hall, 389-1351

### COORDINATOR FOR NEW STUDENT AND FAMILY PROGRAMS

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 Interdisciplinary Studies 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

**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 Catalog 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.** Many 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.

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## 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	GER	German
AIS	American Indian Studies	GERO	Aging Studies
ANTH	Anthropology	HLTH	Health Science
AOS	Applied Organizational Studies	HIST	History
ART	Art	HONR	Honors
AET	Automotive Engineering Technology	HP	Human Performance
AST	Astronomy	HUM	Humanities
AVIA	Aviation	IDST	Interdisciplinary Studies
BIOL	Biology	IT	Computer Information Technology
BLAW	Business Law	IBUS	International Business
BUS	College of Business	KSP	Secondary 5-12 & K-12 Professional Education
CAHN	College of Allied Health & Nursing	LAWE	Law Enforcement
CHEM	Chemistry	MGMT	Management
CIVE	Civil Engineering	MET	Manufacturing Engineering Technology
CDIS	Communication Disorders	MRKT	Marketing
CMST	Communication Studies	MASS	Mass Media
CS	Computer Science	MATH	Mathematics
CM	Construction Management	ME	Mechanical Engineering
CORR	Corrections	MEDT	Medical Technology
CSP	Counseling and Student Personnel	MSL	Military Science and Leadership
DAK	Dakota	MUS	Music
DANC	Dance	MUSE	Museum Studies (See Anthropology)
DHYG	Dental Hygiene	NPL	Nonprofit Leadership
ECON	Economics	NURS	Nursing
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
ENGR	Integrated Engineering	SCAN	Scandinavian Studies
ENVR	Environmental Sciences	SOST	Social Studies
ETHN	Ethnic Studies	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)
GEOL	Geology		

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 <sup>P</sup> for Purple and a <sup>G</sup> for Gold. (Example = ENG211W<sup>P</sup>)

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## **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 catalog lists course offerings for the academic year beginning with fall semester 2015. This listing is as accurate as possible when the catalog 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 catalog.

**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 catalog. 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, CMST 100, CMST 102).
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. The General Education requirements of the Associate of Arts degree are the same as for the Bachelor's degree.
10. 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.
11. General Education courses that also satisfy the Writing Intensive graduation requirement are identified by a "W" for Writing Intensive.
12. 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:

Course #	Credits	Title/Goal Area(s)
ENG 101	(4)	Composition 1A
ENG 104	(4)	Stretch Composition II 1A

#### **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:

Course #	Credits	Title/Goal Area(s)
CDIS 201	(3)	Observation of Human Communication (1B)
CMST 100	(3)	Fund of Communication (1B)
CMST 102	(3)	Public Speaking (1B)
CMST 212	(4)	Prof Communication & Interviewing (1B)
POL 234	(3)	Model United Nations (1B, 8)

### **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	(2)	Life in the Universe 2, 3
CHEM 111-L	(5)	Chemistry of Life Processes 2, 3
CHEM 191	(3)	Chemistry for Engineers 2, 3
CHEM 201-L	(5)	General Chemistry I 2, 3
CMST 101W	(3)	Interpersonal Communication 2
CSP 110	(3)	Decision Making for Career and Life 2
ECON 103W <sup>P</sup>	(3)	Econ Women's Iss & Publ Pol 2, 5
ECON 207	(4)	Business Statistics 2, 4
ENG 201W	(4)	Intermediate Writing 2
ENG 271W	(4)	Technical Communication 2, 13
ENG 272W	(4)	Business Communication 2, 13
ENG 301W	(4)	Advanced Writing 2
GERO 200 <sup>G</sup>	(4)	Family Dynamics of Aging 2, 7
GERO 200W <sup>G</sup>	(4)	Family Dynamics of Aging 2, 7
GWS 230P	(4)	Gender, Race & Pop Culture 2, 6
HLTH 212	(3)	Consumer Health Issues 2
KSP 200 <sup>G</sup>	(3)	Critical Issues in Public Ed Today 2, 9
MATH 290	(4)	Foundations of Mathematics 2
MUS 321W	(3)	Music Literature and History I 2
MUS 322W	(3)	Music Literature History II 2
PHIL 110	(3)	Logic and Critical Thinking 2, 4
PHIL 112	(3)	Logic of Scientific Method 2, 4
PHIL 311	(3)	Symbolic Logic 2, 4
PHYS 211-L	(4)	Principles of Physics I 2, 3
PHYS 221-L	(5)	General Physics I 2, 3
POL 103W	(3)	Thinking About Politics 2
PSYC 103W	(3)	Psychology Today 2

### **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)

Course #	Credits	Title/Goal Area(s)
ANTH 120	(3)	Forensic Science: An Anth Approach 3
ANTH 210-L	(4)	Intro to Archaeology 3, 10
ANTH 220-L	(4)	Human Origins 3
AST 101	(3)	Intro to Astronomy 3
AST 102	(3)	Intro to the Planets 3
AST 104-L	(2)	Intro to Experimental Astronomy 3
AST 115	(2)	Life in the Universe 2, 3
BIOL 100-L	(4)	Our Natural World 3
BIOL 102	(3)	Biology of Women 3
BIOL 103W-L	(3)	Intro to Biotechnology 3
BIOL 105-L	(4)	General Biology I 3
BIOL 105W-L	(4)	General Biology I 3
BIOL 270-L	(4)	Microbiology 3
CHEM 100-L	(4)	Chemistry in Society 3
CHEM 104	(3)	Intro to Chemistry 3
CHEM 106	(3)	Chemistry of Life Processes I 3
CHEM 111-L	(5)	Chemistry of Life Processes II 2, 3
CHEM 131	(3)	Forensic Science 3, 9
CHEM 134	(3)	Mind Altering Substances 3
CHEM 135	(3)	Science of Sport 3
CHEM 191	(3)	Chemistry for Engineers 2, 3
CHEM 201-L	(5)	General Chemistry I 2, 3
EET 112-L	(3)	Elementary Electronics 3
EET 118	(3)	Electricity...Usage & Green Alternatives 3, 8
FCS 140	(3)	Intro to Nutrition 3
GEOG 101	(3)	Introductory Physical Geography 3, 10
GEOL 100-L	(3-4)	Our Geologic Environment 3, 10
GEOL 108	(3)	Oceans of the World 3, 10
GEOL 121-L	(4)	Physical Geology 3, 10
GEOL 122-L	(4)	Earth History 3
PHYS 100-L	(3)	Cultural Physics 3
PHYS 101-L	(3)	Introductory Physics 3
PHYS 102	(3)	Physics in the World Around Us 3
PHYS 105	(3)	Time, Atomic Clocks, and Relativity 3
PHYS 211-L	(4)	Principles of Physics I 2, 3
PHYS 221-L	(4)	General Physics I 2, 3

### **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:

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

Course(s) which satisfy this goal area include:

Course #	Credits	Title/Goal Area(s)
ECON 207	(4)	Business Statistics 2, 4
MATH 110	(3)	Perspectives in Mathematics 4
MATH 112	(4)	College Algebra 4
MATH 113	(3)	Trigonometry 4
MATH 115	(4)	Precalculus Mathematics 4
MATH 121	(4)	Calculus I 4
MATH 130	(4)	Finite Math and Intro Calculus 4
MATH 180	(4)	Mathematics for Computer Science 4
MATH 181	(3)	Intuitive Calculus 4
MATH 201	(3)	Elements of Mathematics I 4
PHIL 110	(3)	Logic and Critical Thinking 2, 4
PHIL 112	(3)	Logic of Scientific Method 2, 4
PHIL 311	(3)	Symbolic Logic 2, 4
SOC 202	(3)	Introductory Social Statistics 4
STAT 154	(3)	Elementary Statistics 4

### **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:

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

Course(s) which satisfy this goal area include:

Course #	Credits	Title/Goal Area(s)
AIS 101 <sup>P</sup>	(3)	Intro to American Indigenous Studies 5, 7
AIS 102 <sup>P</sup>	(4)	American Indian Country to 1900 5, 7
AIS 103 <sup>P</sup>	(4)	American Indian 1900-Present 5, 7
AIS 210 <sup>P</sup>	(3)	Oral Traditions 5, 7
AIS 210W <sup>P</sup>	(3)	Oral Traditions 5, 7
AIS 220W <sup>P</sup>	(3)	Tribal Sovereignty 5, 7
AIS 230W <sup>P</sup>	(3)	American Indians of Minnesota 5, 7
AIS 240 <sup>P</sup>	(3)	American Indian Women 5, 7
AIS 240W <sup>P</sup>	(3)	American Indian Women 5, 7
ANTH 101 <sup>P</sup>	(4)	Intro to Anthropology 5, 8
ANTH 102	(4)	Ancient Peoples 5, 10
ANTH 240 <sup>G</sup>	(4)	Language and Culture 5, 8
ANTH 250W <sup>P</sup>	(4)	Portraits of Culture 5
ANTH 260 <sup>P</sup>	(3)	Vampires, Werewolves... Folklore/Fear 5, 8
ANTH 261 <sup>P</sup>	(3)	Taboos, Tattoos & T-shirts: Cult./ Body Art 5, 8
ANTH 269 <sup>P</sup>	(3)	Anthropology of Sex 5, 7
ANTH 340 <sup>P</sup>	(4)	Language & Power 5, 7

CORR	106 <sup>P</sup>	(3)	Intro to Criminal Justice Systems 5, 9
CORR	255	(3)	Juvenile Delinquency 5, 9
ECON	100	(3)	An Intro to the U.S. Economy 5
ECON	103W <sup>P</sup>	(3)	Econ Women's Iss & Publ Pol 2, 5
ECON	201	(3)	Principles of Macroeconomics 5
ECON	202	(3)	Principles of Microeconomics 5
ECON	314W	(3)	Current Economic Issues 5, 8
ETHN	100 <sup>P</sup>	(3)	American Racial Minorities 5, 7
ETHN	101 <sup>P</sup>	(3)	Intro to Multicultural & Ethnic Stds 5, 7
ETHN	201W <sup>P</sup>	(3)	Persp on African Amer 5, 7
ETHN	202W	(3)	Persp on American Indians 5, 7
ETHN	203W <sup>P</sup>	(3)	Persp on Asian Americans 5, 7
ETHN	204W <sup>P</sup>	(3)	Persp on Latinos/Hispanics 5 7
ETHN	220W <sup>P</sup>	(3)	Civil Rights in the U.S. 5
ETHN	440	(3)	Asian American Studies 5
FCS	100	(3)	Personal & Family Living 5
GEOG	103 <sup>P</sup>	(3)	Introductory Cultural Geography 5, 8
GWS	110 <sup>P</sup>	(4)	Introduction to Gender 5, 7
GWS	110W <sup>P</sup>	(4)	Introduction to Gender 5, 7
GWS	225 <sup>G</sup>	(4)	Intro to Lesbian, Gay, Bisexual... 5, 7
GWS	225W <sup>G</sup>	(4)	Intro to Lesbian, Gay, Bisexual... 5, 7
HIST	155 <sup>P</sup>	(3)	History of the Family in America 5, 7
HIST	170	(4)	Ancient World Civilization to 1500 5, 8
HIST	170W	(4)	Ancient Civilization to 1500 5, 8
HIST	171 <sup>P</sup>	(4)	World Civilization, 1500-Present 5, 8
HIST	171W	(4)	World Civiliz. 1500-Present 5, 8
HIST	180	(4)	European History to 1648 5, 9
HIST	180W	(4)	European History to 1648 5, 9
HIST	181	(4)	European History: 1648 to the Present 5, 8
HIST	181W	(4)	European History: 1648-Present 5, 8
HIST	190 <sup>P</sup>	(4)	United States to 1877 5, 7
HIST	190W <sup>P</sup>	(4)	United States to 1877 5, 7
HIST	191 <sup>P</sup>	(4)	United States Since 1877 5, 7
HIST	191W <sup>P</sup>	(4)	United States Since 1877 5, 7
HIST	260 <sup>P</sup>	(4)	Intro to East Asian Civilization 5, 8
HIST	260W <sup>P</sup>	(4)	Intro to East Asian Civilization 5, 8
HLTH	240	(3)	Drug Education 5
KSP	235	(3)	Human Development 5
LAWE	132	(3)	Crime and Punishment 5
MSL	252	(3)	Evolution of American Warfare 5
MRKT	100	(3)	Global Business Concepts 5
MUSE	200W	(3)	Introduction to Museum Studies 5, 8
POL	100	(3)	Intro to Politics 5
POL	104	(3)	Understanding the U.S. Constitution 5
POL	111	(3)	United States Government 5, 9
PSYC	101	(4)	Psychology 5
PSYC	206	(4)	The Human Mind 5
SOC	101 <sup>P</sup>	(3)	Introduction to Sociology 5, 8
SOC	101W <sup>P</sup>	(3)	Introduction to Sociology 5, 8
SOC	150 <sup>P</sup>	(3)	Social Problems 5, 7
SOC	208 <sup>P</sup>	(3)	Courtship, Marriage & Family 5, 7
SOC	209 <sup>P</sup>	(3)	Sociology of Human Sexuality 5, 7
SOC	255	(3)	Juvenile Delinquency 5, 9
SOWK	180W	(4)	Social Welfare Services 5, 9
SOWK	255 <sup>P</sup>	(3)	Global Responses to Human Need 5, 8
URBS	100	(3)	Intro to the City 5, 8
URBS	150	(3)	Sustainable Communities 5, 10

## **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:

<b>Course #</b>	<b>Credits</b>	<b>Title/Goal Area(s)</b>
ART	100	(3) Elements and Principles of Art 6
ART	160 <sup>P</sup>	(3) Intro to Visual Culture 6, 8
ART	231	(3) Mixed Media 6
ART	260 <sup>P</sup>	(3) Art History Survey I 6, 8
ART	261	(3) Art History Survey II 6, 8
ART	265W	(3) Art as Politics 6, 8
ART	275	(3) Photography 6
CMST	310	(4) Performance of Literature 6, 11
CS	201W	(4) Artificial Intelligence & Sci Fictn 6,9
DANC	120	(3) Intro to Dance 6, 8
DANC	120W	(3) Intro to Dance 6, 8
EET	125 <sup>P</sup>	(3) Perspective on Technology 6, 8
ENG	110	(4) Intro to Literature 6
ENG	112W	(4) Intro to Poetry and Drama 6
ENG	113W	(4) Intro to Prose Literature 6
ENG	118 <sup>P</sup>	(4) Diverse Culture in Lit and Film 6, 7
ENG	125 <sup>P</sup>	(4) International Children's Literature 6, 8
ENG	146	(4) Introduction to Shakespeare 6, 8
ENG	211W <sup>P</sup>	(4) Lit, Film, Human Diversity 6, 7
ENG	212W	(4) World Literature 6, 8
ENG	213W	(4) Ethics & Civic Resp. in Lit/Film 6, 9
ENG	215	(2-4) Topics in Literature 6
FILM	110	(4) Film Appreciation 6
FILM	114	(4) Introduction to Film 6
FILM	210W	(4) Film Genres 6
FILM	214	(4) Topics in Film 6
FILM	216W	(4) Writing About Film 6
FILM	217	(4) Introduction to Film Production 6, 11
FILM	334W <sup>P</sup>	(4) International Cinema 6, 8
GER	150W <sup>P</sup>	(4) The German-Speaking Countries... 6, 8
GWS	230 <sup>P</sup>	(4) Gender, Race & Pop Culture 2, 6
GWS	251 <sup>P</sup>	(4) Coming of Age: Gender & Culture 6, 7
GWS	251W <sup>P</sup>	(4) Coming of Age: Gender & Culture 6, 7
HUM	101W	(4) Intro to the Humanities 6, 8
HUM	150	(4) Western Hum. I: Beg to Renaissance 6
HUM	151	(4) Western Hum. II: Renaissance- Present 6
HUM	155	(4) Global Humanities I 6, 8
HUM	156 <sup>P</sup>	(4) Global Humanities II 6, 8
HUM	250	(2-4) Perspectives in Humanities 6
HUM	250W	(4) Perspectives in Humanities 6
HUM	280	(2-4) Human Traditions 6
HUM	280W	(4) Humanities Traditions 6
HUM	281W <sup>P</sup>	(4) Human Div/Humanities Trad 6, 7
HUM	282W <sup>P</sup>	(4) Global Persp & Hum Trad 6, 8
KSP	251	(3) Coming of Age: Gender & Culture 6, 7
MASS	260 <sup>P</sup>	(4) Principles of Visual Mass Media 6, 7
MUS	120	(3) Intro to Music 6
MUS	125 <sup>P</sup>	(3) Pop USA: Jazz-Country-Blues 6, 7
MUS	26 <sup>P</sup>	(3) Pop Music USA: R & B to MTV 6, 7

MUS	127	(3)	Music Money and Success 6
MUS	328 <sup>G</sup>	(3)	Music of the World 6, 8
PHIL	100W	(3)	Intro to Philosophy 6
PHIL	101W	(3)	The Mind-Body Problem 6
PHIL	115W	(3)	Phil of Race, Class & Gender 6, 7
PHIL	120W	(3)	Intro to Ethics 6, 9
PHIL	205W	(3)	Culture, Identity & Diversity 6, 8
PHIL	222W	(3)	Medical Ethics 6, 9
PHIL	224W	(3)	Business Ethics 6, 9
PHIL	240W	(3)	Law, Justice & Society 6, 9
PHIL	321W	(3)	Social and Political Philosophy 6, 9
PHIL	322W	(3)	Ethical Theory 6, 9
PHIL	323W	(3)	Philosophy of Economics 6, 9
PHIL	334W	(3)	History of Phil: Classical Phil 6
PHIL	336W	(3)	Hist. of Phil: Renaissance... 6
PHIL	337	(3)	19th Century Philosophy 6
PHIL	358W <sup>P</sup>	(3)	Eastern Philosophy 6, 8
SCAN	150W <sup>P</sup>	(4)	The Nordic Countries... 6, 8
SCAN	251W <sup>P</sup>	(4)	Scandinavian Culture 6, 8
THEA	100	(3)	Intro to Theatre 6
THEA	101	(3)	Acting for Everyone 6
THEA	115	(3)	Experiencing Theatre 6, 11
THEA	285W <sup>P</sup>	(3)	Theatre of Diversity 6, 7
URBS	110	(3)	The City: Design and Architecture 6

**GOAL AREA 7: HUMAN DIVERSITY**

(Requires one course, 3 credits or more)

**Goal:** To increase students' understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and issues-- economic, political, social, cultural, artistic, humanistic, and education traditions-- that surround such diversity. Students should be able to evaluate the United States' historical and contemporary responses to group differences. Students will be able to:

- (a) understand the development of and the changing meanings of group identities in the United States' history and cultures;
- (b) demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
- (c) analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
- (d) describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;
- (e) demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Course(s) which satisfy this goal area include:

Course #	Credits	Title/Goal Area(s)
AIS	101 <sup>P</sup>	(3) Intro to American Indigenous Studies 5, 7
AIS	102 <sup>P</sup>	(4) American Indian Country to 1900 5, 7
AIS	103 <sup>P</sup>	(4) American Indian 1900-Present 5, 7
AIS	210 <sup>P</sup>	(3) Oral Traditions 7
AIS	210W <sup>P</sup>	(3) Oral Traditions 7
AIS	220W <sup>P</sup>	(3) Tribal Sovereignty 5, 7
AIS	230W <sup>P</sup>	(3) American Indians of Minnesota 5, 7
AIS	240 <sup>P</sup>	(3) American Indian Women 5,7
AIS	240W <sup>P</sup>	(3) American Indian Women 5, 7
ANTH	245 <sup>P</sup>	(3) Social Life of Swearing 7, 9
ANTH	269 <sup>P</sup>	(3) Anthropology of Sex 5, 7
ANTH	280 <sup>G</sup>	(3) Engaged Anthropology 7, 11
ANTH	340 <sup>P</sup>	(4) Language & Power 5, 7
CDIS	290 <sup>P</sup>	(3) Intro to Communication Disorders 7
CMST	203 <sup>P</sup>	(3) Intercultural Communication 7, 8
EEC	222W <sup>G</sup>	(3) Human Rel in Multi Society 7, 11
ENG	118 <sup>P</sup>	(4) Diverse Cult in Lit & Film 6, 7
ENG	211W <sup>P</sup>	(4) Lit., Film, Hum Diversity 6, 7

ETHN	100 <sup>P</sup>	(3)	American Racial Minorities 5, 7
ETHN	101 <sup>P</sup>	(3)	Intro to Multicultural & Ethnic Stds 5, 7
ETHN	150 <sup>G</sup>	(3)	Multicultural/Ethnic Experience 7
ETHN	200	(3)	Interracial/Interethnic Dating/Marriage 7
ETHN	201W <sup>P</sup>	(3)	Persp on African Amer 5, 7
ETHN	202W	(3)	Persp on American Indians 5, 7
ETHN	203W <sup>P</sup>	(3)	Persp on Asian Americans 5, 7
ETHN	204W <sup>P</sup>	(3)	Persp on Latinos/Hispanics 5, 7
GERO	200 <sup>G</sup>	(4)	Family Dynamics of Aging 2, 7
GERO	200W <sup>G</sup>	(4)	Family Dynamics of Aging 2, 7
GWS	110 <sup>P</sup>	(4)	Introduction to Gender 5, 7
GWS	110W <sup>P</sup>	(4)	Introduction to Gender 5, 7
GWS	225 <sup>G</sup>	(4)	Intro to Lesbian, Gay, Bisexual... 5, 7
GWS	225W <sup>G</sup>	(4)	Intro to Lesbian, Gay, Bisexual 5,7
GWS	251 <sup>P</sup>	(4)	Coming of Age: Gender & Culture 6, 7
GWS	251W <sup>P</sup>	(4)	Coming of Age: Gender & Culture 6, 7
HIST	155 <sup>P</sup>	(3)	History of the Family in America 5, 7
HIST	190 <sup>P</sup>	(4)	United States to 1877 5, 7
HIST	190W <sup>P</sup>	(4)	United States to 1877 5, 7
HIST	191 <sup>P</sup>	(4)	United States Since 1877 5, 7
HIST	191W <sup>P</sup>	(4)	United States Since 1877 5, 7
HLTH	211 <sup>G</sup>	(3)	Human Sexuality in World...7
HUM	281W <sup>P</sup>	(4)	Human Div/Humanities Trad 6, 7
KSP	220W <sup>G</sup>	(3)	Human Rel Multicult Society 7, 11
KSP	251	(3)	Coming of Age: Gender and Culture 6, 7
KSP	260 <sup>G</sup>	(3)	Crtg Glob Awareness Study Abroad 7, 8
MASS	260 <sup>P</sup>	(4)	Principles of Visual Mass Media 6, 7
MUS	125 <sup>P</sup>	(3)	Pop USA: Jazz -Country -Blues 6, 7
MUS	126 <sup>P</sup>	(3)	Pop Music USA: R & B to MTV 6, 7
PHIL	115W	(3)	Phil. of Race, Class & Gender 6, 7
REHB	110W <sup>G</sup>	(3)	Sensitivity to Disability 7
SOC	150 <sup>P</sup>	(3)	Social Problems 5, 7
SOC	208 <sup>P</sup>	(3)	Courtship, Marriage & Family 5, 7
SOC	209 <sup>P</sup>	(3)	Sociology of Human Sexuality 5, 7
THEA	285W <sup>P</sup>	(3)	Theatre of Diversity 6, 7

**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:

- (a) describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions;
- (b) demonstrate knowledge of cultural, social, religious and linguistic differences;
- (c) analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
- (d) understand the role of a world citizen and the responsibility world citizens share for their common global future.

Course(s) which satisfy this goal area include:

Course #	Credits	Title/Goal Area(s)
ANTH	101 <sup>P</sup>	(4) Intro to Anthropology 5, 8
ANTH	230 <sup>G</sup>	(4) People & Cultures of the World 8
ANTH	240 <sup>G</sup>	(4) Language and Culture 5, 8
ANTH	260 <sup>P</sup>	(3) Vampires, Werewolves... Folklore Fear 5, 8
ANTH	261 <sup>P</sup>	(3) Taboos, Tattoos & Tshirts: Cult./ Body Art 5, 8
ART	160 <sup>P</sup>	(3) Intro to Visual Culture 6, 8
ART	260 <sup>P</sup>	(3) Art History Survey I 6, 8
ART	261	(3) Art History Survey II 6, 8
ART	265W	(3) Art as Politics 6, 8
CDIS	206	(3) Intermediate Signing 8
CDIS	207	(3) Advanced Sign Language I 8
CMST	203 <sup>P</sup>	(3) Intercultural Communication 7, 8
DAK	101	(4) Elementary Dakota I 8

DAK	102	(4)	Elementary Dakota II 8
DANC	120	(3)	Intro to Dance 6, 8
DANC	120W	(3)	Intro to Dance 6, 8
DANC	225 <sup>P</sup>	(3)	World Dance in Cultural Persp 8, 11
ECON	314W	(3)	Current Economic Issues 5, 8
EET	118	(3)	Electricity...Usage & Green Alternatives 3, 8
EET	125 <sup>P</sup>	(3)	Perspective on Technology 6, 8
ENG	125V	(4)	International Children's Literature 6, 8
ENG	146	(4)	Introduction to Shakespeare 6, 8
ENG	212W	(4)	World Literature 6, 8
ENVR	101	(4)	Persp in Environmental Science 8, 10
FILM	334W <sup>P</sup>	(4)	International Cinema 6, 8
FREN	101	(5)	Elementary French I 8
FREN	102	(5)	Elementary French II 8
FREN	201	(4)	Intermediate French I 8
FREN	202	(4)	Intermediate French II 8
GEOG	100 <sup>P</sup>	(3)	Elements of Geography 8, 10
GEOG	103 <sup>P</sup>	(3)	Introductory Cultural Geography 5, 8
GER	101	(4)	Elementary German I 8
GER	102	(4)	Elementary German II 8
GER	150W <sup>P</sup>	(4)	The German-Speaking Countries... 6, 8
GER	201	(4)	Intermediate German I 8
GER	202	(4)	Intermediate German II 8
GWS	220 <sup>P</sup>	(4)	Global Persp on Women & Change 8, 9
GWS	220W <sup>P</sup>	(4)	Global Persp on Women & Change 8, 9
HIST	170	(4)	Ancient World Civilization to 1500 5, 8
HIST	170W	(4)	Ancient Wrld Civiliz to 1500 5, 8
HIST	171P	(4)	World Civilization, 1500-Present 5, 8
HIST	171W	(4)	World Civiliz 1500-Present 5, 8
HIST	181	(4)	European History: 1648 to the Present 5, 8
HIST	181W	(4)	European History: 1648-Present 5, 8
HIST	260 <sup>P</sup>	(4)	Intro to East Asian Civilization 5, 8
HIST	260W <sup>P</sup>	(4)	Intro to East Asian Civilization 5, 8
HUM	101W	(4)	Intro to the Humanities 6, 8
HUM	155	(4)	Global Humanities I 6, 8
HUM	156 <sup>P</sup>	(4)	Global Humanities II 6, 8
HUM	282W <sup>P</sup>	(4)	Global Persp. & Hum Trad 6, 8
KSP	260 <sup>G</sup>	(3)	Crtg Glob Awareness thr Study Abroad 7, 8
MUS	328 <sup>G</sup>	(3)	Music of the World 6, 8
MUSE	200W	(3)	Introduction to Museum Studies 5, 8
PHIL	205W	(3)	Culture, Identity, & Diversity 6, 8
PHIL	358W <sup>P</sup>	(3)	Eastern Philosophy 6, 8
POL	106	(3)	Politics in the World Community 8
POL	234	(3)	Model United Nations 1B, 8
SCAN	101	(4)	Elementary Norwegian I 8
SCAN	102	(4)	Elementary Norwegian II 8
SCAN	111	(4)	Elementary Swedish I 8
SCAN	112	(4)	Elementary Swedish II 8
SCAN	150W <sup>P</sup>	(4)	The Nordic Countries... 6, 8
SCAN	251W <sup>P</sup>	(4)	Scandinavian Culture: The Sami 6, 8
SOC	101 <sup>P</sup>	(3)	Introduction to Sociology 5, 8
SOC	101W <sup>P</sup>	(3)	Introduction to Sociology 5, 8
SOWK	255 <sup>P</sup>	(3)	Global Responses to Human Need 5, 8
SPAN	101	(4)	Elementary Spanish I 8
SPAN	102	(4)	Elementary Spanish II 8
SPAN	201	(4)	Intermediate Spanish I 8
SPAN	202	(4)	Intermediate Spanish II 8
SPAN	210W	(4)	Composition and Conversation 8
URBS	100	(3)	Intro to the City 5, 8

## **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:

<b>Course #</b>	<b>Credits</b>	<b>Title/Goal Area(s)</b>
ANTH 245 <sup>P</sup>	(3)	Social Life of Swearing 7, 9
BLAW 131	(3)	Consumer Law & Ethics 9
CHEM 131	(3)	Forensic Science 3, 9
CMST 300	(4)	Ethics and Free Speech 9
CORR 106 <sup>P</sup>	(3)	Intro to Criminal Justice Systems 5, 9
CORR 255	(3)	Juvenile Delinquency 5, 9
CS 201W	(4)	Artificial Intelligence & Sci. Fiction 6, 9
ENG 213W	(4)	Ethics & Civic Resp. in Lit/Film 6, 9
GWS 120 <sup>P</sup>	(4)	Violence and Gender 9
GWS 120W <sup>P</sup>	(4)	Violence and Gender 9
GWS 220 <sup>P</sup>	(4)	Global Persp on Women & Change 8, 9
GWS 220W <sup>P</sup>	(4)	Global Persp on Women & Change 8, 9
HIST 180	(4)	European History to 1648 5, 9
HIST 180W	(4)	European History to 1648 5, 9
IT 100	(4)	Intro to Computing & Applications 9, 13
IT 202W	(4)	Computers in Society 9, 13
KSP 101	(3)	Exploring and Applying Values 9
KSP 200 <sup>G</sup>	(3)	Critical Issues in Public Ed Today 2, 9
KSP 250	(3)	Social Justice in School and Community 9
MASS 110 <sup>P</sup>	(4)	Intro to Mass Media 9
NPL 273	(3)	Introduction to the Nonprofit Sector 9
PHIL 120W	(3)	Intro to Ethics 6, 9
PHIL 222W	(3)	Medical Ethics 6, 9
PHIL 224W	(3)	Business Ethics 6, 9
PHIL 226W	(3)	Environmental Ethics 9, 10
PHIL 240W	(3)	Law, Justice & Society 6, 9
PHIL 321W	(3)	Social & Political Philosophy 6, 9
PHIL 322W	(3)	Ethical Theory 6, 9
PHIL 323W	(3)	Philosophy of Economics 6, 9
POL 101	(3)	Intro to Public Life 9, 11
POL 111	(3)	United States Government 5, 9
SOC 255	(3)	Juvenile Delinquency 5, 9
SOWK 180W	(4)	Social Welfare Services 5, 9
URBS 230	(3)	Community Leadership 9, 11
URBS 230W	(3)	Community Leadership 9, 11



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## **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:

Course #	Credits	Title/Goal Area(s)
AIS 360 <sup>P</sup>	(3)	Indigenous People & Environ Struggles 10
ANTH 102	(4)	Ancient Peoples 5, 10
ANTH 210-L	(4)	Intro to Archaeology 3, 10
EEC 205	(3)	Service Learning: Soc and the Envr 10
ENVR 101	(4)	Persp in Environmental Science 8, 10
GEOG 100 <sup>P</sup>	(3)	Elements of Geography 8, 10
GEOG 101	(3)	Introductory Physical Geography 3, 10
GEOG 210W	(3)	Landscapes and Places 10
GEOG 100-L	(3-4)	Our Geologic Environment 3, 10
GEOG 108	(3)	Oceans of the World 3, 10
GEOG 121-L	(4)	Physical Geology 3, 10
HLTH 101	(3)	Health and the Environment 10
PHIL 226W	(3)	Environmental Ethics 9, 10
RPLS 282	(3)	Wildlife as a Recreational Resource 10
SOC 360 <sup>P</sup>	(3)	Indigenous Peoples & Env Struggles 10
URBS 150	(3)	Sustainable Communities 5, 10

**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 <sup>G</sup>	(3)	Engaged Anthropology 7, 11
CDIS 205	(3)	Beginning Signing 11
CMST 220	(1-4)	Forensics 11
CMST 310	(4)	Performance of Literature 6, 11
DANC 123	(2)	Beginning Jazz Dance 11
DANC 125	(2)	Afro-Caribbean Dance Forms 11
DANC 126	(2)	Beginning Ballet 11
DANC 127	(2)	Beginning Tap Dance 11
DANC 128	(2)	Beginning Modern Dance 11
DANC 223	(2)	Intermediate Jazz Dance 11
DANC 225 <sup>P</sup>	(3)	World Dance in Cultural Persp 8, 11
DANC 226	(2)	Intermediate Ballet 11
DANC 227	(2)	Intermediate Tap Dance 11
DANC 228	(2)	Intermediate Modern Dance 11
DANC 229	(1)	Kinetic Learning in the Classroom 11
DANC 328	(2)	Adv. Modern Dance 11
EEC 222W <sup>G</sup>	(3)	Hum Rel. in a Multi Society 7,11
ENG 242W	(4)	Intro to Creative Writing 11
FILM 217	(4)	Introduction to Film Production 6, 11
HLTH 210	(3)	First Aid & CPR 11
HP 101	(1)	Developmental/Adapted Exercise 11
HP 102	(1)	Individualized Exercise 11
HP 103	(1)	Fitness for Living 11
HP 104	(1)	Adult Fitness 11
HP 105	(1)	Beginner & Adv. Beginner Swimming 11
HP 114	(1)	Billiards and Bowling 11
HP 117	(1)	Aerobic Conditioning 11
HP 130	(1)	Self-Defense for Women 11
HP 138	(1)	Beginning Horsemanship 11
HP 139	(1)	Winter Survival 11
HP 143	(1)	Aqua Exercise 11
HP 145	(1)	Aquatic Conditioning and Water Polo 11
HP 146	(1)	Intercollegiate Bowling 11
HP 147	(1)	Intercollegiate Cross Country 11
HP 148	(1)	Intercollegiate Softball 11
HP 149	(1)	Intercollegiate Volleyball 11
HP 150	(1)	Intercollegiate Wrestling 11
HP 152	(1)	Intercollegiate Track and Field 11
HP 153	(1)	Intercollegiate Swimming 11
HP 154	(1)	Intercollegiate Football 11
HP 155	(1)	Intercollegiate Basketball 11
HP 156	(1)	Intercollegiate Baseball 11
HP 157	(1)	Intercollegiate Golf 11
HP 158	(1)	Intercollegiate Tennis 11
HP 159	(1)	Intercollegiate Hockey 11
HP 161	(1)	Intercollegiate Soccer 11
HP 166	(1)	Team Game Skills 11
HP 174	(1)	Individual Dual Activities 11
HP 175	(1)	Fitness Activities 11
HP 176	(1)	Lifetime Act I 11
HP 177	(1)	Lifetime Act II 11
HP 178	(1)	Social, Folk and Square Dance 11
HP 179	(1)	Winter Activities 11
HP 180	(1)	Introduction to Handball 11
HP 181	(1)	Advanced Handball 11
HP 182	(1)	Aquatic Skills 11

HP	190	(1)	Sport Activities 11
HP	241	(1)	Sailing 11
HP	242	(1)	Canoeing 11
HP	245	(1)	Intermediate Swimming 11
HP	248	(1)	Stroke Analysis 11
HP	250	(2)	Lifeguard Training 11
HP	252	(2)	Officiating Theory 11
HP	257	(2)	Water Safety Instructor (WSI) 11
HP	291	(2)	Concepts of Fitness 11
KSP	220W <sup>G</sup>	(3)	Hum Rel. in a Multi Society 7,11
MSL	210	(1)	Army Physical Fitness 11
MUS	101	(1)	Concert Choir 11
MUS	102	(1)	Women's Chorale 11
MUS	103	(1)	Chamber Singers 11
MUS	104	(1-2)	Opera 11
MUS	106	(1)	Vocal Jazz Ensemble 11
MUS	111	(1)	Wind Ensemble 11
MUS	112	(1)	Symphonic Band 11
MUS	113	(1)	Pep Band I 11
MUS	114	(1)	Drum Corps 11
MUS	115	(1)	Jazz Ensemble 11
MUS	116	(1)	University Orchestra 11
MUS	117	(1)	Theatre Orchestra 11
MUS	118	(1)	Jazz Combo 11
MUS	119	(1-3)	Ensemble 11
NURS	101W	(3)	Courage/Caring/Team Building 11
POL	101	(3)	Intro to Public Life 9, 11
RPLS	278	(3)	Leisure and Lifestyle 11
THEA	102	(1-2)	Theatre Activity: Acting 11
THEA	103	(1-2)	Theatre Activity: Management 11
THEA	105	(1-2)	Theatre Activity: Stagecraft 11
THEA	107	(1-2)	Theatre Activity: Costume 11
THEA	108	(1-2)	Theatre Activity: Lighting 11
THEA	109	(1-2)	Theatre Activity: Sound 11
THEA	115	(3)	Experiencing Theatre 6, 11
URBS	230	(3)	Community Leadership 9, 11
URBS	230W	(3)	Community Leadership 9, 11

**GOAL AREA 12: FIRST YEAR EXPERIENCE**

**(Requires 0-1 credits)**

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

Students will be able to:

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

Course(s) which satisfy this goal area include:

CIVE	100	(1)	Explorations in Engineering 12
EE	100	(1)	Exploration in Engineering 12
FYEX	100	(1)	First Year Seminar 12
ME	100	(1)	Exploration in Engineering 12

**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	(3)	Understanding Computers 13
EET	116	(3)	Communications-Past, Present & Future 13
ENG	271W	(4)	Technical Communication 2, 13
ENG	272W	(4)	Business Communication 2, 13
IT	100	(4)	Intro to Computing & Applications 9, 13
IT	202W	(4)	Computers in Society 9, 13

## **DIVERSE CULTURES GRADUATION REQUIREMENT (DCGR)**

**Note. Students graduating under the 2015-2016 catalog 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.

### **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**

1. Purple courses 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. Courses must meet Purple learning outcome 1 and at least two of the other Purple learning outcomes.
5. Purple courses may have experiential and reflective components, but the primary focus is on content.

## **DIVERSE CULTURES - PURPLE COURSES**

AIS 101	AIS 102	AIS 110	AIS 111
AIS 210	AIS 210W	AIS 220W	AIS 230W
AIS 240	AIS 240W	AIS 340	AIS 360
AIS 380	ANTH 101	ANTH 230	ANTH 245
ANTH 250W	ANTH 260	ANTH 261	ANTH 269
ANTH 332	ANTH 340	ANTH 421W	ANTH 436W
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	ECON 320W	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 403	ETHN 410
ETHN 460	ETHN 470	ETHN 486	FCS 120
FCS 400	FILM 334W	GEOG 100	GEOG 103
GEOG 341	GER 150W	GWS 110	GWS 110W
GWS 120	GWS 120W	GWS 220	GWS 220W
GWS 230	GWS 251	GWS 251W	HLTH 410
HLTH 466	HIST 155	HIST 171	HIST 190
HIST 190W	HIST 191	HIST 191W	HIST 2 6 0
HIST 260W	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		

### **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**

1. Gold courses require students have experiential encounters with diverse cultures and reflect on those experiences as part of the course requirements.
2. Gold courses must 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. Courses must meet all three Gold learning outcomes.

**DIVERSE CULTURES - GOLD COURSES**

AIS 455	AIS 460	AIS 497	ANTH 240
ANTH 280	DHYG 336	DHYG 447	EEC 222W
ENG 485	ETHN 150	ETHN 401	ETHN 402W
FCS 230	GERO 200	GERO 200W	GWS 225
GWS 225W	HLTH 211	KSP 150	KSP 200
KSP 200	KSP 220W	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**

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 requirements

1. Students pursuing a baccalaureate degree must take two (2) courses from different disciplines 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.

Course(s) which satisfy this goal area include:

AET	488W	AET	489W	AIS	210W <sup>P</sup>	AIS	220W <sup>P</sup>
AIS	230W <sup>P</sup>	AIS	240W <sup>P</sup>	AIS	300W	ANTH	250W <sup>P</sup>
ANTH	421W <sup>P</sup>	ANTH	425W	ANTH	436W <sup>P</sup>	ANTH	438W
ANTH	443W <sup>P</sup>	ART	265W	BIOL	103W	BIOL	105W
CAHN	101W	CHEM	381W	CHEM	466W	CIVE	370W
CMST	101W	CMST	485W	CORR	447W	CS	201W
CS	490W	CS	498W	DANC	120W	DANC	484W
DHYG	425W	ECON	103W <sup>P</sup>	ECON	314W	ECON	320W
ECON	482W	ECON	485W	EE	467W	EE	477W
EEC	222W <sup>G</sup>	ENG	112W	ENG	113W	ENG	201W
ENG	211W <sup>P</sup>	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 <sup>P</sup>	ETHN	202W
ETHN	203W <sup>P</sup>	ETHN	204W <sup>P</sup>	ETHN	220W <sup>P</sup>	ETHN	300W
ETHN	402W <sup>G</sup>	FCS	414W	FILM	210W	FILM	216W
FILM	334W <sup>P</sup>	FREN	302W	GEOG	210W	GEOG	320W
GER	150W <sup>P</sup>	GERO	200W <sup>G</sup>	GWS	110W <sup>P</sup>	GWS	120W <sup>P</sup>
GWS	220W <sup>P</sup>	GWS	225W <sup>G</sup>	GWS	251W <sup>P</sup>	GWS	330W
HIST	170W	HIST	171W	HIST	180W	HIST	181W
HIST	190W <sup>P</sup>	HIST	191W <sup>P</sup>	HIST	260W	HLTH	380W
HLTH	420W	HP	403W	HP	466W <sup>P</sup>	HUM	101W
HUM	250W	HUM	280W	HUM	281W <sup>P</sup>	HUM	282W <sup>P</sup>
HUM	450W	IT	202W	KSP	220W	LAWE	332W
LAWE	337W	LAWE	343W	MASS	221W	MASS	325W
MASS	330W	MASS	436W	MASS	431W	MASS	434W
MATH	492W	ME	436W	ME	438W	ME	466W
MET	488W	MET	489W	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 <sup>P</sup>	PHYS	475W	POL	103W	PSYC	103W
PSYC	211W	PSYC	425W	PSYC	460W <sup>P</sup>	REHB	110W <sup>G</sup>
RPLS	447W	RPLS	471W	SCAN	150W <sup>P</sup>	SCAN	251W <sup>P</sup>
SOC	101W <sup>P</sup>	SOWK	180W	SPAN	210W	SPAN	311W
SPED	448W	THEA	285W <sup>P</sup>	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. 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.