

ADVISING

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, Student Relations Coordinator,
124 Myers Field House, 507-389-6315

ARTS & HUMANITIES

Gina Maahs-Zurbey, Student Relations Coordinator,
226B Armstrong Hall, 507-389-1712

BUSINESS

Linda Meidl, Student Relations Coordinator, College Advising Center,
151 Morris Hall, 507-389-2963

EDUCATION

Mymique Baxter, Student Relations Coordinator, College Advising Center,
117 Armstrong Hall, 507-389-1215

NURSING

Kasi Johnson, Nursing Advisor, 360 Wissink Hall, 507-389-6022

SCIENCE, ENGINEERING AND TECHNOLOGY

Ken Adams, Student Relations Coordinator,
131 Trafon Science Center N, 507-389-1521

SOCIAL AND BEHAVIORAL SCIENCE

Melissa Iverson, Student Relations Coordinator, College of Social and Behavioral Sciences Advising "U" Center,
114 Armstrong Hall, 507-389-2416

COORDINATOR FOR NEW STUDENT AND FAMILY PROGRAMS

Sara Granberg-Rademacker, Student Relations Coordinator, New Student & Family Programs,
103 Preska Residence Community, 507-389-5498

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

Career Development Center, 209 Wigley Administration Center, 507-389-6061
Center for Academic Success, 125 Memorial Library, 507-389-1791
Counseling Center, 245 Centennial Student Union, 507-389-1455
Accessibility Resources, 132 Memorial Library, 507-389-2825
Multicultural Affairs, 22 Centennial Student Union, 507-389-6300
Student Support Services, 355 Wiecking Center, 507-389-2797

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 Allied Health, 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 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.

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 via DARS. 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 e-Services
- request an audit at the Campus Hub
- request an audit at their department or advising center

COURSE OFFERINGS INFORMATION

This catalog lists course offerings for the academic year beginning with fall semester 2016. 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.

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.

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.

DIVISION OF ACADEMIC AFFAIRS ADMINISTRATIVE PERSONNEL

Provost and Senior Vice President
Dr. Marilyn J. Wells
315 Wigley Administration Center
Phone: 507-389-1333

Associate Provost
Dr. Robert Fleischman
315 Wigley Administration Center
Phone: 507-389-1333

Assistant Vice President for Undergraduate Education
Dr. Ginger L. Zierdt
315 Wigley Administration Center
Phone: 507-389-1333

Assistant Vice President for Institutional Research, Planning and Assessment
Dr. Lynn Akey
315 Wigley Administration Center
Phone: 507-389-2410

UNIVERSITY DEANS

Global Education
Dr. Stephen J. Stoyhoff
315 Wigley Administration Center
Phone: 507-389-2900

Library
Dr. Joan Roca
3097 Memorial Library
Phone: 507-389-5953

Institutional Diversity
Dr. Henry Morris
228 Wigley Administration Center
Phone: 507-389-6125

College of Graduate Studies and Research
Dr. Barry Ries
315 Wigley Administration Center
Phone: 507-389-2321 • Fax: 507-389-5974
Website: <http://grad.mnsu.edu>

ACADEMIC COLLEGES AND DEANS

COLLEGE OF ALLIED HEALTH AND NURSING
Dr. Kristine Retherford, Dean
124 Myers Field House
Phone: 507-389-6315 • Fax: 507-389-6447

Dental Hygiene, Family Consumer Science, Health Science,
Human Performance, Recreation, Parks and Leisure Services, Speech,
Hearing and Rehabilitation Services, School of Nursing

COLLEGE OF ARTS AND HUMANITIES
Dr. Matthew Cecil, Dean
226 Armstrong Hall
Phone: 507-389-1712 • Fax: 507-389-5887
www.mnsu.edu/carts

Art, English, Communication Studies, Film & Media Studies, Humanities,
Interdisciplinary Studies, Mass Media, Music, Philosophy, Scandinavian Studies,
Theatre and Dance, World Languages & Cultures

COLLEGE OF BUSINESS

Dr. Brenda Flannery, Dean
120 Morris Hall
Phone: 507-389-5420 • Fax: 507-389-5497

Accounting and Business Law, Finance, Management,
Marketing and International Business

COLLEGE OF EDUCATION

Dr. Jean Haar, Dean
118 Armstrong Hall
Phone: 507-389-5445 • Fax: 507-389-2566

Aviation, Counseling and Student Personnel, Educational Leadership,
Elementary Education, K-12 and Secondary Programs,
Military Science and Leadership (Army ROTC), Special Education,
The Children's House

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Dr. Brian Martensen, Dean
131 Trafton Science Center N
Phone: 507-389-5998 • Fax: 507-389-1095

Automotive and Manufacturing Engineering Technology, Biological Sciences,
Chemistry and Geology, Computer Information Science,
Construction Management, Electrical and Computer Engineering and Technology,
Integrated Engineering, Mathematics and Statistics,
Mechanical and Civil Engineering, Physics and Astronomy

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Dr. Kimberly Greer, Dean
111 Armstrong Hall
Phone: 507-389-6307 • Fax: 507-389-5569
Advising "U" Center
Phone: 507-389-2416

Aging Studies, American Indigenous Studies, Anthropology,
Applied Organizational Studies, Corrections, Earth Science, Economics,
Ethnic Studies, Gender and Women's Studies, Geography, History,
International Relations, Law Enforcement, Nonprofit Leadership, Political Science,
Psychology, Social Studies, Social Work, Sociology, Urban and Regional Studies

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION

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 = ENG211WP)

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, Integrated 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 312	(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:

Course	Credits	Title/Goal Area(s)
AST 115	(2)	Life in the Universe 2, 3
CHEM 111-L	(5)	Chemistry of Life Processes 2, 3
CHEM 191	(3)	Chemistry Applications 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 103WP	(3)	Economics of Women's Issues & Public Policy in the United States 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 200G	(4)	Family Dynamics of Aging 2, 7
GERO 200WG	(4)	Family Dynamics of Aging 2, 7
GWS 230P	(4)	Gender, Race & Pop Culture 2, 6
HLTH 212	(3)	Consumer Health 2
KSP 200G	(3)	Critical Issues in Public Ed Today 2, 9
MATH 290	(4)	Foundations of Mathematics 2
MUSC 301W	(3)	Music History 1 2
MUSC 302W	(3)	Music History 2 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 Anthropological Approach 3
ANTH 210-L	(4)	Introduction to Archaeology 3, 10
ANTH 220-L	(4)	Human Origins 3
AST 101	(3)	Introduction to Astronomy 3
AST 102	(3)	Introduction to the Planets 3
AST 104-L	(2)	Introduction 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)	Introduction 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)	Introduction 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 Applications 2, 3
CHEM 201-L	(5)	General Chemistry I 2, 3
EET 112-L	(3)	Elementary Electricity and Electronics 3
EET 118	(3)	Electricity - Generation, Usage & Green Alternatives 3, 8
FCS 140	(3)	Introduction 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 Mathematics and Introductory 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 101P	(3)	Introduction to American Indigenous Studies 5, 7
AIS 102P	(4)	The Story of American Indian Country to 1900 5, 7
AIS 103P	(4)	The Story of American Indian Country 1900-Present 5, 7
AIS 210P	(3)	Oral Traditions 5, 7
AIS 210WP	(3)	Oral Traditions 5, 7
AIS 220WP	(3)	Introduction to Tribal Sovereignty 5, 7
AIS 230WP	(3)	American Indians of Minnesota 5, 7
AIS 240P	(3)	American Indian Women 5, 7
AIS 240WP	(3)	American Indian Women 5, 7
ANTH 101P	(4)	Introduction to Anthropology 5, 8
ANTH 102	(4)	Ancient Peoples 5, 10
ANTH 240G	(4)	Language and Culture 5, 8
ANTH 250WP	(4)	Portraits of Culture 5
ANTH 260P	(3)	Vampires, Werewolves & Zombies: Folklore of Fear 5, 8

ANTH 261P	(3)	Taboos, Tattoos & Tshirts: Culture and Body Art 5, 8
ANTH 269P	(3)	Anthropology of Sex 5, 7
ANTH 340P	(4)	Language & Power 5, 7
CORR 106P	(3)	Introduction to Criminal Justice Systems 5, 9
CORR 255	(3)	Juvenile Delinquency 5, 9
ECON 100	(3)	An Introduction to the U.S. Economy 5
ECON 103WP	(3)	Economics of Women's Issues & Public Policy in the United States 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 100P	(3)	American Racial Minorities 5, 7
ETHN 101P	(3)	Introduction to Multicultural & Ethnic Studies 5, 7
ETHN 201WP	(3)	Perspectives on African Americans 5, 7
ETHN 202W	(3)	Perspectives on American Indians in Ethnic Studies 5, 7
ETHN 203WP	(3)	Perspectives on Asian Americans 5, 7
ETHN 204WP	(3)	Perspectives on Latinos/Hispanics 5, 7
ETHN 220WP	(3)	Civil Rights in the U.S. 5
ETHN 440	(3)	Asian American Studies 5
FCS 100	(3)	Personal & Family Living 5
GEOG 103P	(3)	Introductory Cultural Geography 5, 8
GWS 110P	(4)	Introduction to Gender 5, 7
GWS 110WP	(4)	Introduction to Gender 5, 7
GWS 225G	(4)	Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7
GWS 225WG	(4)	Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7
HIST 155P	(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 171P	(4)	World Civilization, 1500-Present 5, 8
HIST 171W	(4)	World Civilization 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 190P	(4)	United States to 1877 5, 7
HIST 190WP	(4)	United States to 1877 5, 7
HIST 191P	(4)	United States Since 1877 5, 7
HIST 191WP	(4)	United States Since 1877 5, 7
HIST 260P	(4)	Introduction to Traditional East Asian Civilization 5, 8
HIST 260WP	(4)	Introduction to Traditional East Asian Civilization 5, 8
HLTH 240	(3)	Drug Education 5
KSP 235	(3)	Human Development 5
LAVVE 132	(3)	Crime and Punishment 5
MSL 252	(3)	The Evolution of American Warfare 5
MRKT 100	(3)	Foundations of Business Concepts 5
MUSE 200W	(3)	Introduction to Museum Studies 5, 8
POL 100	(3)	Introduction to Politics 5
POL 104	(3)	Understanding the U.S. Constitution 5
POL 111	(3)	United States Government 5, 9
PSYC 101	(4)	Introduction to Psychology Science 5
PSYC 206	(4)	The Human Mind 5
SOC 101P	(3)	Introduction to Sociology 5, 8
SOC 101WP	(3)	Introduction to Sociology 5, 8
SOC 150P	(3)	Social Problems 5, 7
SOC 208P	(3)	Courtship, Marriage & Family 5, 7
SOC 209P	(3)	Sociology of Human Sexuality 5, 7
SOC 255	(3)	Juvenile Delinquency 5, 9
SOWK 180W	(4)	Social Welfare Services 5, 9
SOWK 255P	(3)	Global Responses to Human Need 5, 8
URBS 100	(3)	Introduction 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:

Course	Credits	Title/Goal Area(s)
ART 100	(3)	Elements and Principles of Art 6
ART 160P	(3)	Introduction to Visual Culture 6, 8
ART 231	(3)	Mixed Media 6
ART 260P	(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 & Science Fiction 6, 9
DANC 120	(3)	Introduction to Dance 6, 8
DANC 120W	(3)	Introduction to Dance 6, 8
EET 125P	(3)	Perspective on Technology 6, 8
ENG 110	(4)	Introduction to Literature 6
ENG 112W	(4)	Introduction to Poetry and Drama 6
ENG 113W	(4)	Introduction to Prose Literature 6
ENG 118P	(4)	Diverse Culture in Literature and Film 6, 7
ENG 125P	(4)	International Children's Literature 6, 8
ENG 146	(4)	Introduction to Shakespeare 6, 8
ENG 211WP	(4)	Perspectives in Literature and Human Diversity 6, 7
ENG 212W	(4)	Perspectives in World Literature 6, 8
ENG 213W	(4)	Perspectives: Ethics and Civic Responsibility 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 334WP	(4)	International Cinema 6, 8
GER 150WP	(4)	The German-Speaking Countries: An Interdisciplinary Introduction 6, 8
GWS 230P	(4)	Gender, Race & Pop Culture 2, 6
GWS 251P	(4)	Coming of Age: Gender & Culture 6, 7
GWS 251WP	(4)	Coming of Age: Gender & Culture 6, 7
HUM 101W	(4)	Introduction to the Humanities and the Search for Meanings 6, 8
HUM 150	(4)	Western Humanities I: Beginnings through the Renaissance 6
HUM 151	(4)	Western Humanities. II: Renaissance through Present 6
HUM 155	(4)	Global Humanities I 6, 8
HUM 156P	(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)	Humanities Traditions 6
HUM 280W	(4)	Humanities Traditions 6
HUM 281WP	(4)	Human Diversity and Humanities Traditions 6, 7
HUM 282WP	(4)	Global Perspectives & Humanities Traditions 6, 8
KSP 251	(3)	Coming of Age: Gender & Culture 6, 7
MASS 260P	(4)	Principles of Visual Mass Media 6, 7
MUSC 307G	(3)	Music of the World 6, 8
MUSC 102	(3)	Pop Music USA: Jazz to Country to Blues 6, 7
MUSC 103	(3)	Pop Music USA: R & B to MTV 6, 7
MUSC 120	(3)	Survey of American Popular Music 6
MUSC 209	(3)	Music Travel Tour 6
MUSC 250	(1)	Strumming and Drumming 6, 11
MUSC 308	(3)	Women in Music 6
MUSC 309W	(3)	Music Travel Tour 6
PHIL 100W	(3)	Introduction to Philosophy 6
PHIL 101W	(3)	Philosophical Problem: The Mind-Body Problem 6
PHIL 115W	(3)	Phil of Race, Class & Gender 6, 7
PHIL 120W	(3)	Introduction 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 Philosophy: Classical Philosophy 6
PHIL 336W	(3)	History of Philosophy: Renaissance & Modern Philosophy 6
PHIL 337	(3)	19th Century Philosophy 6
PHIL 358WP	(3)	Topics in Asian Philosophy 6, 8

SCAN	150WP	(4)	The Nordic Countries: Interdisciplinary Introduction 6, 8
SCAN	251WP	(4)	Scandinavian Cultures: The Sami 6, 8
SCAN	350	(4)	Vikings & Norse Mythology 6, 8
THEA	100	(3)	Introduction to Theatre 6
THEA	101	(3)	Acting for Everyone 6
THEA	115	(3)	Experiencing Theatre 6, 11
THEA	285WP	(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:

- 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:

Course	Credits	Title/Goal Area(s)
AIS	101P	(3) Introduction to American Indigenous Studies 5, 7
AIS	102P	(4) The Story of American Indian Country to 1900 5, 7
AIS	103P	(4) The Story of American Indian Country 1900-Present 5, 7
AIS	210P	(3) Oral Traditions 7
AIS	210WP	(3) Oral Traditions 7
AIS	220WP	(3) Introduction to Tribal Sovereignty 5, 7
AIS	230WP	(3) American Indians of Minnesota 5, 7
AIS	240P	(3) American Indian Women 5, 7
AIS	240WP	(3) American Indian Women 5, 7
ANTH	245P	(3) Social Life of Swearing 7, 9
ANTH	269P	(3) Anthropology of Sex 5, 7
ANTH	280G	(3) Engaged Anthropology 7, 11
ANTH	340P	(4) Language & Power 5, 7
CDIS	290P	(3) Introduction to Communication Disorders 7
CMST	203P	(3) Intercultural Communication 7, 8
EEC	222WG	(3) Human Relations in a Multicultural Society 7, 11
ENG	118P	(4) Diverse Culture in Literature and Film 6, 7
ENG	211WP	(4) Perspectives in Literature and Human Diversity 6, 7
ETHN	100P	(3) American Racial Minorities 5, 7
ETHN	101P	(3) Introduction to Multicultural & Ethnic Studies 5, 7
ETHN	150G	(3) Multicultural/Ethnic Experience 7
ETHN	200	(3) Interracial/Interethnic Dating/Marriage 7
ETHN	101P	(3) Introduction to Multicultural & Ethnic Studies 5, 7
ETHN	201WP	(3) Perspectives on African Americans 5, 7
ETHN	202W	(3) Perspectives on American Indians in Ethnic Studies 5, 7
ETHN	203WP	(3) Perspectives on Asian Americans 5, 7
ETHN	204WP	(3) Perspectives on Latinos/Hispanics 5, 7
GERO	200G	(4) Family Dynamics of Aging 2, 7
GERO	200WG	(4) Family Dynamics of Aging 2, 7
GWS	110P	(4) Introduction to Gender 5, 7
GWS	110WP	(4) Introduction to Gender 5, 7
GWS	225G	(4) Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7
GWS	225WG	(4) Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7
GWS	251P	(4) Coming of Age: Gender & Culture 6, 7
GWS	251WP	(4) Coming of Age: Gender & Culture 6, 7
HIST	155P	(3) History of the Family in America 5, 7
HIST	190P	(4) United States to 1877 5, 7
HIST	190WP	(4) United States to 1877 5, 7
HIST	191P	(4) United States Since 1877 5, 7
HIST	191WP	(4) United States Since 1877 5, 7
HLTH	211G	(3) Human Sexuality in a World of Diversity 7
HUM	281WP	(4) Human Diversity and Humanities Traditions 6, 7

KSP	220WG	(3)	Human Relations in a Multicultural Society 7, 11
KSP	251	(3)	Coming of Age: Gender and Culture 6, 7
KSP	260G	(3)	Creating Global Awareness through Studying Abroad 7, 8
MASS	260P	(4)	Principles of Visual Mass Media 6, 7
MUSC	102	(3)	Pop Music USA: Jazz to Country to Blues 6, 7
MUSC	103	(3)	Pop Music USA: R & B to MTV 6, 7
PHIL	115W	(3)	Phil. of Race, Class & Gender 6, 7
REHB	110WG	(3)	Sensitivity to Disability 7
SOC	150P	(3)	Social Problems 5, 7
SOC	208P	(3)	Courtship, Marriage & Family 5, 7
SOC	209P	(3)	Sociology of Human Sexuality 5, 7
THEA	285WP	(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:

- 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:

Course	Credits	Title/Goal Area(s)
ANTH	101P	(4) Introduction to Anthropology 5, 8
ANTH	230G	(4) People & Cultures of the World 8
ANTH	240G	(4) Language and Culture 5, 8
ANTH	260P	(3) Vampires, Werewolves & Zombies: Folklore of Fear 5, 8
ANTH	261P	(3) Taboos, Tattoos & Tshirts: Culture and Body Art 5, 8
ART	160P	(3) Introduction to Visual Culture 6, 8
ART	260P	(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 Sign Language 8
CDIS	207	(3) Advanced Sign Language I 8
CMST	203P	(3) Intercultural Communication 7, 8
DAK	101	(4) Elementary Dakota I 8
DAK	102	(4) Elementary Dakota II 8
DAK	201	(4) Intermediate Dakota I 8
DAK	202	(4) Intermediate Dakota II 8
DANC	120	(3) Introduction to Dance 6, 8
DANC	120W	(3) Introduction to Dance 6, 8
DANC	225P	(3) Worlds of Dance 8, 11
ECON	314W	(3) Current Economic Issues 5, 8
EET	118	(3) Electricity - Generation, Usage & Green Alternatives 3, 8
EET	125P	(3) Perspective on Technology 6, 8
ENG	125P	(4) International Children's Literature 6, 8
ENG	146	(4) Introduction to Shakespeare 6, 8
ENG	212W	(4) Perspectives in World Literature 6, 8
ENVR	101	(4) Perspectives in Environmental Science 8, 10
FILM	334WP	(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	100P	(3) Elements of Geography 8, 10
GEOG	103P	(3) Introductory Cultural Geography 5, 8
GER	101	(4) Elementary German I 8
GER	102	(4) Elementary German II 8
GER	150WP	(4) The German-Speaking Countries: An Interdisciplinary Introduction 6, 8
GER	201	(4) Intermediate German I 8
GER	202	(4) Intermediate German II 8
GWS	220P	(4) Sex and Gender Worldwide 8, 9
GWS	220WP	(4) Sex and Gender Worldwide 8, 9
HIST	170	(4) Ancient World Civilization to 1500 5, 8
HIST	170W	(4) Ancient World Civilization to 1500 5, 8
HIST	171P	(4) World Civilization, 1500-Present 5, 8
HIST	171W	(4) World Civilization 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	260P	(4) Introduction to Traditional East Asian Civilization 5, 8

HIST	260WP	(4)	Introduction to Traditional East Asian Civilization 5, 8
HUM	101W	(4)	Introduction to the Humanities and the Search for Meaning 6, 8
HUM	155	(4)	Global Humanities I 6, 8
HUM	156P	(4)	Global Humanities II 6, 8
HUM	282WP	(4)	Global Perspectives & Humanities Traditions 6, 8
KSP	260G	(3)	Creating Global Awareness through Studying Abroad 7, 8
MUSC	307G	(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	358WP	(3)	Topics in Asian 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	150WP	(4)	The Nordic Countries: Interdisciplinary Introduction 6, 8
SCAN	251WP	(4)	Scandinavian Cultures: The Sami 6, 8
SCAN	350	(4)	Vikings & Norse Mythology 6, 8
SOC	101P	(3)	Introduction to Sociology 5, 8
SOC	101WP	(3)	Introduction to Sociology 5, 8
SOWK	255P	(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)	Introduction 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:

Course	Credits	Title/Goal Area(s)
ANTH	245P	(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	106P	(3) Introduction to Criminal Justice Systems 5, 9
CORR	255	(3) Juvenile Delinquency 5, 9
CS	201W	(4) Artificial Intelligence & Science Fiction 6, 9
ENG	213W	(4) Perspectives: Ethics and Civic Responsibility 6, 9
GWS	120P	(4) Violence and Gender 9
GWS	120WP	(4) Violence and Gender 9
GWS	220P	(4) Sex and Gender Worldwide 8, 9
GWS	220WP	(4) Sex and Gender Worldwide 8, 9
HIST	180	(4) European History to 1648 5, 9
HIST	180W	(4) European History to 1648 5, 9
IT	100	(4) Introduction to Computing & Applications 9, 13
IT	202W	(4) Computers in Society 9, 13
KSP	101	(3) Exploring and Applying Values 9
KSP	200G	(3) Critical Issues in Public Ed Today 2, 9
KSP	250	(3) Social Justice in School and Community 9
MASS	110P	(4) Introduction to Mass Media 9
NPL	273	(3) Introduction to the Nonprofit Sector 9
PHIL	120W	(3) Introduction 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)	Introduction 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

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	360P	(3) Indigenous People & Environmental Struggles 10
ANTH	102	(4) Ancient Peoples 5, 10
ANTH	210-L	(4) Introduction to Archaeology 3, 10
EEC	205	(3) Service Learning: Society and the Environment 10
ENVR	101	(4) Perspectives in Environmental Science 8, 10
GEOG	100P	(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 Geography 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	360P	(3) Indigenous Peoples & Environmental 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:

Course	Credits	Title/Goal Area(s)
ANTH	280G	(3) Engaged Anthropology 7, 11
CDIS	205	(3) Beginning Sign Language 11
CMST	220	(1-4) Forensics 11
CMST	310	(4) Performance of Literature 6, 11
DANC	123	(2) Jazz Dance 11
DANC	125	(2) Afro-Caribbean Dance Forms 11
DANC	126	(2) Ballet I 11
DANC	127	(2) Tap Dance I 11
DANC	128	(2) Contemporary Dance I 11
DANC	223	(2) Jazz Dance II 11
DANC	225P	(3) Worlds of Dance 8, 11
DANC	226	(2) Ballet II 11
DANC	227	(2) Tap Dance II 11

DANC	228	(2)	Contemporary Dance II 11
DANC	229	(1)	Kinetic Learning in the Classroom 11
DANC	328	(2)	Contemporary Dance III 11
EEC	222WG	(3)	Human Relations in a Multicultural Society 7, 11
ENG	242W	(4)	Introduction to Creative Writing 11
EXED	202	(3)	Introduction to Experiential Education 11
FILM	217	(4)	Introduction to Film Production 6, 11
HLTH	210	(3)	First Aid & CPR 11
HP	101	(1)	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 & Advanced 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 I 11
HP	176	(1)	Lifetime Activities I 11
HP	177	(1)	Lifetime Activities II 11
HP	178	(1)	Social, Folk and Square Dance Techniques 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	220WG	(3)	Human Relations in a Multicultural Society 7, 11
MSL	210	(1)	Army Physical Fitness 11
MUSP	101	(0-1)	Concert Choir 11
MUSP	103	(0-1)	Chamber Singers 11
MUSP	108	(0-1)	Contemporary Vocal Ensemble 11
MUSP	114	(1)	Vocal Ensemble 11
MUSP	121	(0-1)	Wind Ensemble 11
MUSP	122	(0-1)	Symphonic Band 11
MUSP	123	(0-1)	University Orchestra 11
MUSP	125	(0-1)	Jazz Mavericks 11
MUSP	126	(0-1)	Contemporary Instrumental Ensemble 11
MUSP	131	(0-1)	Maverick Machine Athletic Band 11
MUSP	133	(1)	Percussion Ensemble 11
MUSP	201	(0,1)	Concert Choir 11
MUSP	202	(0,1)	University Chorale 11
MUSP	203	(0,1)	Chamber Singers 11
MUSP	208	(0,1)	Contemporary Vocal Ensemble 11
MUSP	211	(1,3)	Music Productions for the Stage and Screen 11
MUSP	214	(0,1)	Vocal Ensemble 1
MUSP	221	(0,1)	Wind Ensemble 11
MUSP	222	(0,1)	Symphonic Band 11

MUSP	223	(0,1)	University Orchestra 11
MUSP	225	(0,1)	Jazz Mavericks 11
MUSP	226	(0,1)	Contemporary Instrumental Ensemble 11
MUSC	250	(1)	Strumming and Drumming 6, 11
MUSP	233	(0,1)	Percussion Ensemble 11
MUSP	235	(0,1)	Theatre Orchestra 11
MUSP	239	(0,1)	Instrumental Ensemble 11
MUSP	303	(0-1)	Chamber Singers 11
MUSP	308	(0-1)	Contemporary Vocal Ensemble 11
MUSP	314	(0,1)	Vocal Ensemble 11
MUSP	321	(0-1)	Wind Ensemble 11
MUSP	322	(0-1)	Symphonic Band 11
MUSP	323	(0-1)	University Orchestra 11
MUSP	325	(0-1)	Jazz Mavericks 11
MUSP	326	(0-1)	Contemporary Instrumental Ensemble 11
MUSP	331	(0,1)	Maverick Machine Athletic Band 11
MUSP	333	(0,1)	Percussion Ensemble 11
NIURS	101W	(3)	Courage, Caring, and Team Building 11
POL	101	(3)	Introduction 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:

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

Course(s) which satisfy this goal area include:

Course	Credits	Title/Goal Area(s)
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:

- use electronic information technology ethically and responsibly;
- access and retrieve information through electronic media, evaluating the accuracy and authenticity of that information;
- create, manage, organize and communicate information through electronic media;
- demonstrate a working knowledge of information technology terms and concepts;
- understand how computers function and the limits of computation and information technology;
- recognize changing technologies and make informed choices in their use.

Course(s) which satisfy this goal area include:

Course	Credits	Title/Goal Area(s)
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) Introduction to Computing & Applications 9, 13
IT	202W	(4) Computers in Society 9, 13

UNDERGRADUATE GRADUATION REQUIREMENT: DIVERSE CULTURES

Note. Students graduating under the 2016-2017 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 REQUIREMENTS:

Diverse Cultures Graduation Requirement – Purple and Gold Courses

- Students pursuing a baccalaureate degree must take either:
 - 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
 - at least two (2) courses for a minimum of 6 credits from the list of courses designated as Purple (Content).
- 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.
- Transfer students who have taken between 30 and 59 credits will be granted 3 credits toward the Purple course requirement.
- 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.
- Students must take courses from at least two different disciplines to satisfy the Diverse Cultures Graduation Requirement.
- 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:

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

Satisfying Purple Courses

- Purple courses are primarily aimed at helping students learn content.
- 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.
- 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.
- Courses must meet Purple learning outcome 1 and at least two of the other Purple learning outcomes.
- 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 240
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 402W	ENG 433W	ENG 436W	ENG 437W
ENG 438W	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 260	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	MUSC 102	MUSC 103	PHIL 122W
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:

- Interact with individuals from diverse populations outside the classroom and to have the opportunity to reflect on such interactions.
- Demonstrate an acquisition of the basic knowledge and understanding of diversity related concepts so that the student's experience will have meaning and context.
- 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

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

DIVERSE CULTURES - GOLD COURSES

AIS 455	AIS 460	AIS 497	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 220W
KSP 260	MRKT 494	MUSC 307	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.

UNDERGRADUATE GRADUATION REQUIREMENT: 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:

- Engage in effective writing processes, including the ability to generate ideas, draft, revise, format, and edit their work.
- Use writing to grapple with course content and reflect on their learning.
- Produce texts appropriate for an intended audience, purpose, and context.
- 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:

- Write in academic, professional, or public genres related to the discipline, displaying an understanding of the genres' communicative functions and contexts.
- 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.

- 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.
- 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 Requirements:

Writing Intensive graduation requirements

- 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.

- 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.
- 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 210WP	AIS 220WP
AIS 230WP	AIS 240WP	AIS 300W	ANTH 250WP
ANTH 421WP	ANTH 425W	ANTH 436WP	ANTH 438W
ANTH 443WP	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 103WP	ECON 314W	ECON 320W
ECON 482W	ECON 485W	EE 467W	EE 477W
EEC 422WG	ENG 112W	ENG 113W	ENG 201W
ENG 211WP	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 201WP	ETHN 202W
ETHN 203WP	ETHN 204WP	ETHN 220WP	ETHN 300W
ETHN 402WG	FCS 414W	FILM 210W	FILM 216W
FILM 334WP	FREN 302W	GEOG 210W	GEOG 320W
GER 150WP	GERO 200WG	GWS 110WP	GWS 120WP
GWS 220WP	GWS 225WG	GWS 251WP	GWS 330W
HIST 170W	HIST 171W	HIST 180W	HIST 181W
HIST 190WP	HIST 191WP	HIST 260W	HLTH 380W
HLTH 420W	HP 403W	HP 466WP	HUM 101W
HUM 250W	HUM 280W	HUM 281WP	HUM 282WP
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	MUSC 301W	MUSC 302W
MUSC 309W	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 358WP	PHYS 475W	POL 103W
PSYC 103W	PSYC 211W	PSYC 425W	PSYC 460WP
REHB 110WG	RPLS 447W	RPLS 471W	SCAN 150WP
SCAN 251WP	SOC 101WP	SOWK 180W	SPAN 210W
SPAN 311W	SPED 448W	THEA 285WP	THEA 381W
THEA 417W	THEA 485W	THEA 487W	URBS 230W