

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

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.

SCHOOL OF NURSING

Kasi Johnson, Student Relations Coordinator,
360 Wissink Hall, 507-389-6022

SCIENCE, ENGINEERING AND TECHNOLOGY

Ken Adams, Student Relations Coordinator, College Advising Center,
125 Trafton Science Center N, 507-389-1521

SOCIAL AND BEHAVIORAL SCIENCE

Melissa Iverson, Student Relations Coordinator, College Advising Center
114 Armstrong Hall, 507-389-2416

UNIVERSITY EXTENDED EDUCATION

Sara Leigh, Student Relations Coordinator,
PO822 Partnership Center at Normandale Community College, 952-412-1755
If you are participating one of our exclusively online or bachelor's degree programs at our Edina or Normandale campus, you will work with the SRC for University Extended Education.

OTHER SUPPORT 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, 269 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; Education; 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 2017. 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>

University Extended Education
Division of University Strategic, Business, and Education Partnerships
Dr. Thomas L. Norman
116 Alumni & Foundation Center
Phone: 507-389-1443

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
<http://cob.mnsu.edu/>

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. Maria Bevacqua, Interim Dean
111 Armstrong Hall
Phone: 507-389-6307 • Fax: 507-389-5569
Website: sbs.mnsu.edu

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

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.

English Composition General Education Goal Area 1A Placement Table (note: for international students who do not have English as their first language, please see International Students Placement Table)

Course	Minimum ACT English Score	OR	Minimum SAT Writing Score	OR	Minimum Accuplacer Reading Comprehension Score	OR	Course Prerequisites
ENG 101	18	OR	440	OR	78	OR	Successful completion of ENG 100 or EAP 135 or EAP 136
ENG 103	N/A		N/A		N/A		N/A
ENG 104	N/A		N/A		N/A		Successful completion of ENG 103
ENG 100	N/A		N/A		N/A		N/A

International Students English Composition General Education Goal Area 1A Placement Table

Course	Minimum TOEFL Score	OR	Minimum IELTS Score	OR	Minimum Accuplacer ESL Reading Test	AND	Minimum Accuplacer WritePlacer Score	OR	Course Prerequisites
ENG 101	89 (internet-based) or 575 (paper-based)	OR	6.5	OR	N/A	OR	6	OR	Successful completion of EAP 136
ENG 101	89 (internet-based) or 575 (paper-based)	OR	6.5	OR	110	AND	5	OR	Successful completion of EAP 136
EAP 136	N/A		N/A		N/A		N/A		N/A

Students with an SAT Evidence-Based Reading and Writing score of 480 or higher are eligible for ENG 101.

All test scores (includes ACT, SAT, and MCA) are valid for 5 years.

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION CONTINUED

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:

- understand/demonstrate communication processes through invention, organization, drafting, revision, editing and presentation;
- participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- select appropriate communication choices for specific audiences;
- construct logical and coherent arguments;
- use authority, point of view, and individual voice and style in communications;
- 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
HIST 250	(4)	Riot and Revolution in History 1B, 9
HIST 268	(4)	American Legal History 1B, 9
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:

- gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
- weigh evidence for and against hypotheses;
- recognize, construct, and evaluate arguments;
- 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	(4)	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
GEOG 313	(4)	Natural Disasters 2, 10
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 112W	(3)	Scientific Reasoning 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:

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

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

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
AST 125-L	(3)	Observational Astronomy 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
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
GEOG 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:

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

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION CONTINUED

Course	Minimum ACT/SAT Math Subscore	OR	Minimum Accuplacer Intermediate Algebra Score	AND	Minimum Accuplacer College Level Math Score	AND	Minimum Accuplacer Calculus Readiness Score	OR	Course Prerequisites
Math 112	22/520	OR	60		N/A		N/A	OR	Successful Completion of Math 098
Math 113	22/520	OR	60	AND	84		N/A	OR	Math 112 with "C" or better
Math 115	23/530	OR	60	AND	96		N/A	OR	Math 98 and permission from Dept. Chair
Math 121	24/550	OR	60	AND	84	AND	21	OR	Math 115 or both Math 112 and 113 with "C" or better
Math 130	23/530	OR	60	AND	84		N/A	OR	Math 112 or Math 115 with a "C" or better
Math 181	23/530	OR	60	AND	84		N/A	OR	Math 112 or Math 115 with a "C" or better
Math 201	22/520	OR	60		N/A		N/A	OR	Successful Completion of Math 098
Stat 154	19/460	OR	60		N/A		N/A	OR	Successful Completion of Math 098, 112, 115, or 121

Students who earned an SAT Math score of 530 or higher are eligible to place in MATH 112 as a minimum. Please contact the Department of Mathematics & Statistics for further placement information when using SAT scores.

Students who earned a Minnesota Comprehensive Assessment (MCA) score of 1158 or higher are eligible to place in Math 112 as a minimum. An earned MCA score of 1148 or higher is eligible to place in STAT 154. Please contact the Department of Mathematics & Statistics for further placement information when using MCA scores.

All test scores (includes ACT, SAT, and MCA) are valid for 5 years.

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 112W	(3)	Scientific Reasoning 2, 4
PHIL 311	(3)	Symbolic Logic 2, 4
SOC 202	(3)	Introductory Social Statistics 4
STAT 154	(4)	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 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 240WP	(3)	American Indian Women 5, 7
AIS 330P	(3)	Indigenous Education 5, 9
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 225	(3)	Introduction to Alcohol and Drug Studies 5
HLTH 240	(3)	Drug Education 5
KSP 235	(3)	Human Development 5

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION CONTINUED

LAWE 132	(3)	Crime and Punishment 5	HUM 150	(4)	Western Humanities I: Beginnings through the Renaissance 6
MSL 252	(3)	The Evolution of American Warfare 5	HUM 151	(4)	Western Humanities. II: Renaissance through Present 6
MRKT 100	(3)	Foundations of Business Concepts 5	HUM 155	(4)	Global Humanities I 6, 8
MUSE 200W	(3)	Introduction to Museum Studies 5, 8	HUM 156P	(4)	Global Humanities II 6, 8
POL 100	(3)	Introduction to Politics 5	HUM 250	(2-4)	Perspectives in Humanities 6
POL 104	(3)	Understanding the U.S. Constitution 5	HUM 250W	(4)	Perspectives in Humanities 6
POL 111	(3)	United States Government 5, 9	HUM 280	(2-4)	Humanities Traditions 6
PSYC 101	(4)	Introduction to Psychology Science 5	HUM 280W	(4)	Humanities Traditions 6
PSYC 206	(4)	Introduction to Cognitive Science 5	HUM 281WP	(4)	Human Diversity and Humanities Traditions 6, 7
RPLS 260	(3)	Planes, Trains, and Automobiles: An Introduction to the Travel and Tourism Industry 5	HUM 282WP	(4)	Global Perspectives & Humanities Traditions 6, 8
SOC 101P	(3)	Introduction to Sociology 5, 8	KSP 251	(3)	Coming of Age: Gender & Culture 6, 7
SOC 150P	(3)	Social Problems 5, 7	MASS 260P	(4)	Principles of Visual Mass Media 6, 7
SOC 208P	(3)	Families in Society 5, 7	MASS 280	(4)	Social Media and Society 6, 9
SOC 209P	(3)	Sociology of Human Sexuality 5, 7	MUSC 101	(3)	Intro to Music 6
SOC 255	(3)	Juvenile Delinquency 5, 9	MUSC 102P	(3)	Pop Music USA: Jazz to Country to Blues 6, 7
SOWK 180W	(4)	Social Welfare Services 5, 9	MUSC 103P	(3)	Pop Music USA: R & B to MTV 6, 7
SOWK 255P	(3)	Global Responses to Human Need 5, 8	MUSC 120	(3)	Survey of American Popular Music 6
URBS 100	(3)	Introduction to the City 5, 8	MUSC 209	(3)	Music Travel Tour 6
URBS 150	(3)	Sustainable Communities 5, 10	MUSC 250	(1)	Strumming and Drumming 6, 11
			MUSC 307G	(3)	Music of the World 6, 8
			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 224	(3)	Business 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 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

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 210WP	(3)	Oral Traditions 7
AIS 220WP	(3)	Introduction to Tribal Sovereignty 5, 7

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION CONTINUED

AIS	230WP	(3)	American Indians of Minnesota 5, 7	ART	265W	(3)	Art as Politics 6, 8
AIS	240WP	(3)	American Indian Women 5, 7	CDIS	206	(3)	Intermediate Sign Language 8
ANTH	245P	(3)	Social Life of Swearing 7, 9	CDIS	207	(3)	Advanced Sign Language I 8
ANTH	269P	(3)	Anthropology of Sex 5, 7	CMST	203P	(3)	Intercultural Communication 7, 8
ANTH	280G	(3)	Engaged Anthropology 7, 11	DAK	101	(4)	Elementary Dakota I 8
ANTH	340P	(4)	Language & Power 5, 7	DAK	102	(4)	Elementary Dakota II 8
CDIS	290P	(3)	Introduction to Communication Disorders 7	DAK	201	(4)	Intermediate Dakota I 8
CMST	203P	(3)	Intercultural Communication 7, 8	DAK	202	(4)	Intermediate Dakota II 8
EEC	222WG	(3)	Human Relations in a Multicultural Society 7, 11	DANC	120	(3)	Introduction to Dance 6, 8
ENG	118P	(4)	Diverse Culture in Literature and Film 6, 7	DANC	120W	(3)	Introduction to Dance 6, 8
ENG	211WP	(4)	Perspectives in Literature and Human Diversity 6, 7	DANC	225P	(3)	Worlds of Dance 8, 11
ETHN	100P	(3)	American Racial Minorities 5, 7	ECON	314W	(3)	Current Economic Issues 5, 8
ETHN	101P	(3)	Introduction to Multicultural & Ethnic Studies 5, 7	EET	118	(3)	Electricity - Generation, Usage & Green Alternatives 3, 8
ETHN	150G	(3)	Multicultural/Ethnic Experience 7	EET	125P	(3)	Perspective on Technology 6, 8
ETHN	200	(3)	Interracial/Interethnic Dating/Marriage 7	ENG	125P	(4)	International Children's Literature 6, 8
ETHN	201WP	(3)	Perspectives on African Americans 5, 7	ENG	146	(4)	Introduction to Shakespeare 6, 8
ETHN	202W	(3)	Perspectives on American Indians in Ethnic Studies 5, 7	ENG	212W	(4)	Perspectives in World Literature 6, 8
ETHN	203WP	(3)	Perspectives on Asian Americans 5, 7	ENVR	101	(4)	Perspectives in Environmental Science 8, 10
ETHN	204WP	(3)	Perspectives on Latinos/Hispanics 5, 7	FILM	334WP	(4)	International Cinema 6, 8
GERO	200G	(4)	Family Dynamics of Aging 2, 7	FREN	101	(5)	Elementary French I 8
GERO	200WG	(4)	Family Dynamics of Aging 2, 7	FREN	102	(5)	Elementary French II 8
GWS	110P	(4)	Introduction to Gender 5, 7	FREN	201	(4)	Intermediate French I 8
GWS	110WP	(4)	Introduction to Gender 5, 7	FREN	202	(4)	Intermediate French II 8
GWS	225G	(4)	Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7	GEOG	100P	(3)	Elements of Geography 8, 10
GWS	225WG	(4)	Introduction to Lesbian, Gay, Bisexual & Transgender Studies 5, 7	GEOG	103P	(3)	Introductory Cultural Geography 5, 8
GWS	251P	(4)	Coming of Age: Gender & Culture 6, 7	GER	101	(4)	Elementary German I 8
GWS	251WP	(4)	Coming of Age: Gender & Culture 6, 7	GER	102	(4)	Elementary German II 8
HIST	155P	(3)	History of the Family in America 5, 7	GER	150WP	(4)	The German-Speaking Countries: An Interdisciplinary Introduction 6, 8
HIST	190P	(4)	United States to 1877 5, 7	GER	201	(4)	Intermediate German I 8
HIST	190WP	(4)	United States to 1877 5, 7	GER	202	(4)	Intermediate German II 8
HIST	191P	(4)	United States Since 1877 5, 7	GWS	220P	(4)	Sex and Gender Worldwide 8, 9
HIST	191WP	(4)	United States Since 1877 5, 7	GWS	220WP	(4)	Sex and Gender Worldwide 8, 9
HLTH	211G	(3)	Human Sexuality in a World of Diversity 7	HIST	170	(4)	Ancient World Civilization to 1500 5, 8
HUM	281WP	(4)	Human Diversity and Humanities Traditions 6, 7	HIST	170W	(4)	Ancient World Civilization to 1500 5, 8
KSP	220WG	(3)	Human Relations in a Multicultural Society 7, 11	HIST	171P	(4)	World Civilization, 1500-Present 5, 8
KSP	251	(3)	Coming of Age: Gender and Culture 6, 7	HIST	171W	(4)	World Civilization 1500-Present 5, 8
KSP	260G	(3)	Creating Global Awareness through Studying Abroad 7, 8	HIST	181	(4)	European History: 1648 to the Present 5, 8
MASS	260P	(4)	Principles of Visual Mass Media 6, 7	HIST	181W	(4)	European History: 1648-Present 5, 8
MUSC	102P	(3)	Pop Music USA: Jazz to Country to Blues 6, 7	HIST	260P	(4)	Introduction to Traditional East Asian Civilization 5, 8
MUSC	103P	(3)	Pop Music USA: R & B to MTV 6, 7	HIST	260WP	(4)	Introduction to Traditional East Asian Civilization 5, 8
PHIL	115W	(3)	Phil. of Race, Class & Gender 6, 7	HUM	101W	(4)	Introduction to the Humanities and the Search for Meanings 6, 8
REHB	110WG	(3)	Sensitivity to Disability 7	HUM	155	(4)	Global Humanities I 6, 8
SOC	150P	(3)	Social Problems 5, 7	HUM	156P	(4)	Global Humanities II 6, 8
SOC	208P	(3)	Families in Society 5, 7	HUM	282WP	(4)	Global Perspectives & Humanities Traditions 6, 8
SOC	209P	(3)	Sociology of Human Sexuality 5, 7	KSP	260G	(3)	Creating Global Awareness through Studying Abroad 7, 8
SPED	108P	(3)	Human Services and Disabilities 7, 9	MUSC	307G	(3)	Music of the World 6, 8
THEA	285WP	(3)	Theatre of Diversity 6, 7	MUSE	200W	(3)	Introduction to Museum Studies 5, 8

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)
AIS	201	(4) Intermediate Dakota I 8
AIS	202	(4) Intermediate Dakota II 8
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 & T-shirts: 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 Meanings 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
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

UNDERGRADUATE GRADUATION REQUIREMENT: GENERAL EDUCATION CONTINUED

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)
AIS 330P	(3)	Indigenous Education 5, 9
ANTH 245P	(3)	Social Life of Swearing 7, 9
BLAW 131	(3)	Consumer Law & Ethics 9
CHEM 131	(3)	Forensic Science 3, 9
CMST 330	(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
HIST 250	(4)	Riot and Revolution in History 1B, 9
HIST 268	(4)	American Legal History 1B, 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
MASS 280	(4)	Social Media and Society 6, 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 224	(3)	Business 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
RPLS 272	(3)	Introduction to Recreation, Parks & Leisure Services 9
SOC 255	(3)	Juvenile Delinquency 5, 9
SOWK 180W	(4)	Social Welfare Services 5, 9
SPED 108P	(3)	Human Services and Disabilities 7, 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 biophysical 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, eco-

nomie, 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 210L	(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 313	(4)	Natural Disasters 2, 10
GEOL 100L	(3-4)	Our Geologic Environment 3, 10
GEOL 108	(3)	Oceans of the World 3, 10
GEOL 121L	(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 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

UNDERGRADUATE GRADUATION REQUIREMENT: DIVERSE CULTURES

UNDERGRADUATE GRADUATION REQUIREMENT: DIVERSE CULTURES

Note. Students graduating under the 2017-2018 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 210W	AIS 220W	AIS 230W	AIS 240W
AIS 330	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 361	ANTH 421W
ANTH 436W	ANTH 443W	ART 160	ART 260
ART 416	ART 467	ART 469	ART 477W
CDIS 290	CMST 203	CMST 403	CORR 106
CORR 444	CORR 466	CORR 470	DANC 225
ECON 103W	ECON 320W	EET 125	ENG 118
ENG 125	ENG 211W	ENG 318	ENG 402W
ENG 412W	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	GWS 411	HIST 250	HLTH 410
HLTH 466	HIST 155	HIST 171	HIST 190
HIST 190W	HIST 191	HIST 191W	HIST 260
HIST 260W	HIST 410	HIST 435	HIST 437
HIST 438	HIST 441	HIST 442	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 150	SOC 208	SOC 209	SOC 360
SOC 404	SOC 430	SOC 446	SOC 460
SOC 461	SOC 463	SOWK 255	SPED 108
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.

UNDERGRADUATE GRADUATION REQUIREMENT: DIVERSE CULTURES CONTINUED

4. Courses must meet all three Gold learning outcomes.

DIVERSE CULTURES - GOLD COURSES

AIS 455	AIS 460	AIS 497	ANTH 280
CMST 417	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	MSL 498
MUSC 307	NURS382	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

UNDERGRADUATE GRADUATION REQUIREMENT: WRITING INTENSIVE

Minnesota State Mankato has adopted the following requirement to support undergraduate students' writing development through college.

Goal: The writing-intensive requirement enables students to develop their writing skills in courses taught across the disciplines. Writing is integrated into courses to deepen students' learning and strengthen students' communication skills. In writing-intensive courses, students are coached through the writing process, receive ongoing writing instruction, and gain experience writing for a range of audiences and purposes.

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.

Writing-Intensive Requirement:

- Students pursuing a baccalaureate degree must take two (2) courses for a minimum of six (6) credits from the list of courses designated as writing intensive.
- Students pursuing an associate degree must take one (1) course for a minimum of three (3) credits from the list of courses designated as writing intensive.
- Transfer students who have taken thirty (30) or more credits or have already received an associate degree will be granted a minimum of three (3) Writing Intensive credits.

Writing-Intensive Designation:

Courses designated "writing intensive" share the following features:

Writing-intensive courses:

- Are designed around the writing-intensive learning outcomes.
- Assign 20 pages (250 words per page) of evaluated written work, spread across a course.
- Provide written instructor feedback on at least 10 pages of student writing.
- Dedicate a portion of class time to writing instruction.
- Allocate a significant portion of the course grade to student writing.

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.

The 20 pages of writing might include a combination of informal, exploratory writing and formal, polished writing.

- Informal writing assignments allow students to clarify their understanding of and reaction to course material. This writing might include learning logs, response papers, lab notebooks, reflections, discussion board posts, and the like.
- Formal writing assignments require students to use writing to communicate to an audience for a specific purpose. This writing might be broken into stages, with instructor support and feedback provided in the development of the final product.

Topics discussed in a writing-intensive course might include techniques for getting started on a writing assignment, strategies for revising and editing, approaches to organizing content, features of particular written genres, practices that support the research writing process, ways to meet audience expectations, and tools for identifying sentence-level errors.

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	ART 477WP	BIOL 105W
CAHN 101W	CHEM 381W	CHEM 466W	CIVE 370W
CIVE 401W	CIVE 402W	CMST 101W	CMST 485W
CORR 447W	CS 201W	CS 490W	CS 498W
DANC 120W	DANC 484W	DHYG 425W	DHYG 444W
ECON 103WP	ECON 314W	ECON 320W	ECON 485W
EE 467W	EE 477W	EEC 222WG	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 402WP
ENG 403W	ENG 412 WP	ENG 433WP	ENG 436WP
ENG 437WP	ENG 438WP	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 416W	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 260WP	HIST 481W	HIST 495W
HLTH 380W	HLTH 408W	HLTH 410W	HLTH 420W
HP 403W	HP 466W	HUM 101W	HUM 250W
HUM 280W	HUM 281WP	HUM 282WP	HUM 450W
IT 202W	KSP 220W	LAWE 243W	LAWE 337W
LAWE 343W	MASS 221W	MASS 325W	MASS 330W
MASS 431W	MASS 434W	MASS 436W	MATH 492W
ME 436W	ME 438W	ME 466W	MET 488W
MET 489W	MUSC 301W	MUSC 302W	MUSC 309W
MUSE 200W	NURS 101W	NURS 320W	NURS482W
PHIL 100W	PHIL 101W	PHIL 115W	PHIL 120W
PHIL 112W	PHIL 122WP	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 285W	SOC 301W	SOC 495W	SOWK 180W
SPAN 210W	SPAN 311W	SPED 448W	THEA 285WP
THEA 381W	THEA 417W	THEA 485W	THEA 487W
URBS 230W			