

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 University, 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. Individual competencies will be evaluated and transferred on a course-by-course basis.

Students transferring from MSU to another Minnesota public institution of higher education will have fulfilled the Minnesota Transfer Curriculum if they have completed required courses in the following ten categories: 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.

General Education Guidelines

1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State University.
2. Students transferring with the Minnesota Transfer Curriculum completed will be considered to have completed the MSU General Education requirements.
3. While included in general education at Minnesota State University, Mankato, categories 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.
4. A single course may be placed in one or two categories and also may be designated as a Writing Intensive course. Each credit in any of these courses, however, may be counted only once in meeting the 44 credit requirement.
5. The Critical Thinking category two may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
6. In each category where two courses are required (i.e., #3, 5, and 6), students are required to take courses from different disciplines.
7. For 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 is English, in which three courses may be taken. This exception is allowed because of the Category 1a requirement of ENG 101.
8. For Bachelor of Science in Electrical Civil, Computer or Mechanical Engineering General Education see the program requirements for a detailed explanation of general education coursework for these two degree programs.
9. The general education requirements of the Associate of Arts degree are the same as for the Bachelor of Science degree.
10. General Education courses that satisfy core requirements for cultural diversity are identified by *. Those that satisfy related requirements for cultural diversity are identified by ^.

Category 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")

Goal: To develop writers who use the English language effectively and who read and write critically. This course will require faculty-critiqued writing. Writing competency is an ongoing process which needs to be reinforced throughout the curriculum.

Students will be able to:

- (a) demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation of drafts, revision, and editing;
- (b) write papers of varying lengths that demonstrate effective explanation, analysis, and argumentation;

- (c) become experienced in computer-assisted writing and research;
- (d) locate and evaluate material, using PALS, the Internet, and other sources;
- (e) analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions;
- (f) employ syntax and usage appropriate to academic writing and the professional world.

Course(s) which satisfy this category include:

ENG 101

Part B: Speech and Oral Reasoning

(requires one course, 3 credits or more)

Goal: To develop skills necessary for reasoned communication. Courses in this category 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 category include:

CDIS 201 SPEE 100 SPEE 102 SPEE 212 SPEE 233

Part C: Writing Intensive

(requires one course, 3 or more credits)

Goal: Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:

- (a) use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline;
- (b) locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences (popular or within the discipline).

Course(s) which satisfy this category include:

ANTH 250^	BIOL 103	BIOL 105	COMS 202	ECON 314^
EEC 222*	ENG 112^	ENG 113^	ENG 201	ENG 211*
ENG 212^	ENG 213	ENG 242	ENG 301	ETHN 201*
ETHN 202*	ETHN 203*	ETHN 204*	FREN 302	GEOG 210
HIST 170W^	HIST 171W	HIST 180*	HIST 190W	HIST 191W
HUM 250	HUM 280	HUM 281*	HUM 282^	KSP 220*
PHIL 100	PHIL 115*	PHIL 120*	PHIL 205^	PHIL 222^
PHIL 224^	PHIL 226	PHIL 240	PHIL 322	PHIL 334
PHIL 336	PHIL 358^	POL 103	POL 107	PSYC 103
REHB 110*	SOC 101W^	SOWK 190^	SPEE 101	THEA 285*
URBS 230	WOST 120			

Category 2: Critical Thinking

(requires completion of the rest of the Gen. Ed. Program or one course)

Goal: To develop critical thinking, communication, and problem solving skills. Courses in this category 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 category 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 category include:

AST 115	CHEM 111	CHEM 133	CHEM 201	CSP 110
ENG 201	HLTH 212	PHIL 110	PHIL 112	PHIL 311
PHYS 211	PHYS 221	POL 103	PSYC 103	SPEE 101

Category 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 category include:

ANTH 220 ^Δ -L	AST 101	AST 102	AST 104-L	AST 115
BIOL 100-L	BIOL 102*	BIOL 103	BIOL 105-L	BIOL 270-L
CHEM 100	CHEM 104	CHEM 106	CHEM 111-L	CHEM 131
CHEM 132	CHEM 134	CHEM 201-L	EET 112-L	FCS 140
GEOG 101	GEOL 100-L	GEOL 121-L	GEOL 122-L	PHYS 100 ^Δ -L
PHYS 101-L	PHYS 102	PHYS 105-L	PHYS 107	PHYS 110-L
PHYS 211-L	PHYS 221-L			

Category 4: Mathematical/Logical Reasoning

(requires one course, 3 credits or more, with a grade of at least "P" or "C")

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers.

Students will be able to:

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

Course(s) which satisfy this category include:

MATH 110	MATH 112	MATH 113	MATH 115	MATH 121
MATH 130	MATH 180	MATH 181	MATH 184	MATH 201
PHIL 110	PHIL 112	PHIL 311	SOC 202	STAT 154

Category 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. To challenge students to examine the implications of this knowledge and its interconnection with action and living an informed life.

Students will be able to:

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

Course(s) which satisfy this category include:

ANTH 101 ^Δ	ANTH 102	ANTH 240 ^Δ	ANTH 250	CORR 106
CORR 132	CORR 255	ECON 100	ECON 201	ECON 202
ECON 314 ^Δ	ETHN 100*	ETHN 101*	ETHN 201*	ETHN 203*

ETHN 204*	FCS 100	GEOG 103 ^Δ	HIST 151*	HIST 153
HIST 154	HIST 155*	HIST 170 ^Δ	HIST 170W ^Δ	HIST 171 ^Δ
HIST 171W ^Δ	HIST 180*	HIST 181	HIST 190*	HIST 190W*
HIST 191*	HIST 191W*	HLTH 310	KSP 235	LAWE 132
MRKT 100	POL 100	POL 104	POL 111	PSYC 101
PSYC 206	SOC 100*	SOC 101 ^Δ	SOC 101W	SOC 102
SOC 208*	SOC 255	SOWK 190 ^Δ	SOWK 255 ^Δ	URBS 100 ^Δ
URBS 150	WOST 110*	WOST 240		

Category 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, 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 category include:

ART 100	ART 160 ^Δ	ART 231	ART 260 ^Δ	ART 261 ^Δ
ART 275	ENG 110	ENG 112 ^Δ	ENG 113 ^Δ	ENG 114
ENG 211*	ENG 212 ^Δ	ENG 213	ENG 214	HUM 150 ^Δ
HUM 151 ^Δ	HUM 155 ^Δ	HUM 156	HUM 250	HUM 280
HUM 281*	HUM 282 ^Δ	KSP 251*	MUS 120 ^Δ	MUS 125*
MUS 126*	PHIL 100	PHIL 115*	PHIL 120*	PHIL 205 ^Δ
PHIL 222 ^Δ	PHIL 224 ^Δ	PHIL 240	PHIL 321 ^Δ	PHIL 322
PHIL 334	PHIL 336	PHIL 337	PHIL 358 ^Δ	SPEE 310
THEA 100 ^Δ	THEA 101	THEA 115	THEA 285*	URBS 110
WOST 251*				

Category 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
- demonstrate an awareness of the individual and institution 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 category include:

CDIS 290*	EEC 222*	ENG 211*	ETHN 100*	ETHN 101*
ETHN 150*	ETHN 200*	ETHN 201*	ETHN 202*	ETHN 203*
ETHN 204*	GERO 200*	HIST 151*	HIST 155*	HIST 190*
HIST 190W*	HIST 191*	HIST 191W*	HUM 281*	KSP 220*
KSP 251*	MUS 125*	MUS 126*	PHIL 115*	POL 102*
REHB 110*	SOC 100*	SOC 208*	SPEE 203*	THEA 285*

WOST 110* WOST 251*

Category 8: Global Perspective

(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 category include:

ANTH 101^	ANTH 230^	ANTH 240^	ART 160^	ART 260^
ART 261^	BIOL 201^	CDIS 206	CDIS 207	ECON 314^
EET 125^	ENG 212^	ENVR 101	FREN 101	FREN 102
FREN 201	FREN 202	GEOG 100^	GEOG 103^	GER 101
GER 102	GER 201	GER 202	HIST 153	HIST 170^
HIST 170W^	HIST 171^	HIST 171W^	HIST 181	HUM 155^
HUM 156	HUM 282^	PHIL 205^	PHIL 358^	POL 106^
SCAN 101	SCAN 102	SCAN 111	SCAN 112	SOC 101^
SOC 101W	SOWK 255^	SPAN 101	SPAN 102	SPAN 201
SPAN 202	SPEE 203*	THEA 225*	URBS 100^	WOST 220*

Category 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 category include:

BLAW 131^	CHEM 131	CORR 106	CORR 250	CORR 255
ENG 213	HIST 180*	KSP 101	KSP 250	MASS 110^
PHIL 120*	PHIL 222^	PHIL 224^	PHIL 226	PHIL 240
PHIL 321^	PHIL 322	POL 101	POL 107	POL 111
SOC 255	SOWK 190^	SPEE 300	URBS 230	WOST 120
WOST 220*				

Category 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 category include:

ANTH 102	BIOL 201^	CHEM 133	EEC 205	ENVR 101
GEOG 100^	GEOG 101	GEOG 210	GEOL 100	GEOL 121
HLTH 101	PHIL 226	RPLS 282	URBS 150	

Category 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 category include:

CDIS 205	EEC 222*	ENG 242	HLTH 210	HP 101
HP 103	HP 104	HP 105	HP 114	HP 117
HP 130*	HP 138	HP 139	HP 143	HP 145
HP 146	HP 147	HP 148	HP 149	HP 150
HP 152	HP 153	HP 154	HP 155	HP 156
HP 157	HP 158	HP 159	HP 161	HP 166
HP 174	HP 175	HP 176	HP 177	HP 178
HP 179	HP 182	HP 190	HP 241	HP 242
HP 245	HP 248	HP 250	HP 252	HP 257
HP 291	KSP 220*	MSL 210	MUS 101	MUS 102
MUS 103	MUS 104	MUS 105	MUS 106	MUS 111
MUS 112	MUS 113	MUS 114	MUS 115	MUS 116
MUS 117	NURS 101	POL 101	RPLS 278	SOWK 214
SPEE 220	SPEE 310	THEA 102	THEA 103	THEA 105
THEA 107	THEA 108	THEA 109	THEA 115	THEA 123*
THEA 125*	THEA 126	THEA 127	THEA 128	THEA 223*
THEA 225*	THEA 226	THEA 227*	THEA 228	THEA 229
THEA 328^	URBS 230			

Category 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 meaningfully 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 satisfies this category include:

FYEX 100

Category 13: Information Technology

(requires 0-2 credits)

Goals: To familiarize students with the tools, concepts and societal impact of information technology and to develop the skills necessary to use this technology critically and effectively.

Students will be able to:

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

Course(s) which satisfy this category include:

COMS 100 COMS 110 EET 115 EET 116 POL 105

Cultural Diversity Requirement

All MSU undergraduate students must satisfy a Cultural Diversity (CD) credit requirement for graduation. Students pursuing a baccalaureate degree must take at least two (2) courses and a minimum of six (6) credits from the list of courses designated as Cultural Diversity courses. One CD-Core course and a minimum of 3 credits satisfies the CD requirements for the AA and AS degree. Transfer students that have taken between 33 and 63 credits will be granted up to 3 credits of their CD requirement while transfer students that have taken 64 or more credits or have already received an AA degree will be granted 6 CD credits, satisfying their entire CD requirement.

Two types of courses fulfill the Cultural Diversity requirement:

1. Cultural Diversity Core courses (CD-Core) and
2. Cultural Diversity Related courses (CD-Related). Throughout the following listing of General Education Courses, Cultural Diversity courses are designated with either * for core CD courses or ^ for related CD courses.

Courses must be taken according to the following distribution:

1. At least one course must be taken from the list of courses designated as Cultural Diversity-core;
2. At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. For a list of courses, see the book General Education and Cultural Diversity Bulletin 2004-2005, available from the Office of Cultural Diversity.

Honors Program

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The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program will be offered a variety of educational activities that build upon but are different than the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community based activities, and other innovations.

The Honors Program is designed for students who want to pursue active learning and is predicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests.

There are three ways in which a student may be eligible for Honors:

1. The Student graduated in the top 10% of his or her high school class or

has a composite ACT score of 26;

2. The student graduated in the top 25% of his or her high school class and has a composite ACT score of 24. In addition the student will petition the Honors Program with his or her potential for success in the Program.
3. The student has completed two semesters of college level work with a minimum GPA of 3.2. In addition the student will petition the Honors Program with his or her potential for success in the Program.

Success in the Honors Program consists of meeting the four Learning Outcomes for the Honors Program, and achieving a minimum cumulative GPA of 3.3 upon graduation (customarily 3.0 after freshman year, 3.1 after sophomore year, and 3.2 after junior year.)

To complete the Honors Program (minor), students complete a minimum of 18-24 credits:

9 credits of the following:

HONR 201/401 (1-3) Honors Seminars

6 credits of the following:

HONR 250/450 (1-6) Service-Learning

HONR 255/450 (1-6) Practicum

And the following:

HONR 475 (1) Honors Portfolio

HONR 495 (2-4) Senior Project

Students must also graduate with a minimum cumulative GPA of 3.3, and must meet all four Honors Program Learning Outcomes.

Satisfaction of the Learning Outcomes is articulated in the student's Honors Portfolio, an ongoing project for each student, which is typically culminated during the senior year.

• Area 1 – Civic Engagement Outcomes

1. Students will demonstrate leadership roles in university and wider community activities during their participation in Honors.
2. Students will participate in social change activities in the university and wider community.
3. Students will articulate the values that underlie their participation in various leadership activities involving civic engagement.

• Area 2 – Critical and Creative Thinking

1. Students will be effective in using written and oral communication skills both in form and structure.
2. Students will demonstrate strong analytical skills including quantitative and experimental techniques.
3. Students will demonstrate strong creative thinking skills.
4. Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

• Area 3 – Lifelong Learning

1. Students will demonstrate the ability to take responsibility for their own learning by teaching others a skill or concept.
2. Students will demonstrate the ability to reflect thoughtfully on one's own learning and doing.
3. Students will identify a deficiency or weakness in their educational background and devise a strategy for responding creatively to that weakness or deficiency.

• Area 4 – Self and Other

1. Students will be able to interact respectfully with those from different backgrounds and perspectives.
2. Students will demonstrate the ability to reflect on his or her own self and his or her relationships to others.