General Education

The purpose of general education at NDSU is to ensure that students acquire knowledge, perspectives, and skills basic to a university education. The program is designed so that students will be able to adapt to and anticipate changes in their profession and in society. Students also will be able to integrate and use the knowledge and perspectives they have gained to live productive, intellectually rewarding and meaningful lives.

University General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td></td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Division Writing †</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (R) †</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science and Technology (S) †</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Humanities and Fine Arts (A) †</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Sciences (B) †</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Wellness (W) †</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity (D) ††</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Perspectives (G) ‡†</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>39</td>
</tr>
</tbody>
</table>

* May be satisfied by completing courses in another General Education category.
† General education courses may be used to satisfy requirements for both general education and the major, minor, and program emphases, where applicable. Students should carefully review major requirements to determine if specific courses can also satisfy these general education categories.

A list of university approved general education courses and administrative policies are available here (http://bulletin.ndsu.edu/past-bulletin-archive/2018-19/academic-policies/undergraduate-policies/general-education/#genedcoursestext).

General Education Category Descriptions

The following descriptions are elaborations of the general education categories approved by the Faculty Senate.

- Communication (C) is the clear, precise, and purposeful exchange of information in a variety of contexts, using either written or oral means.
- Cultural diversity (D) focuses on the social, personal, and interpersonal effects of variety and differences among cultures.
- Fine arts (A), as an integral component of the humanities, promote the appreciation of aesthetics and the expression of creativity.
- Global perspectives (G) focus on analysis of worldwide issues illustrating the interdependence of the world and its people.
- Humanities (A) systematically explore cultural and intellectual forces shaping events, individual expression, and social values.
- Quantitative reasoning (R) is an organized set of quantitative methods used to solve problems or extend knowledge. Quantitative methods are a set of principles and procedures that could be used to manipulate numerical data.
- Science (S) is an organized body of knowledge, including principles and procedures based on scientific methods, used to explain physical or biological phenomena.
- Social and behavioral sciences (B) use scientific methods to analyze the behaviors, structures, and processes of individuals and groups.
- Wellness (W) is a dynamic and integrative process of becoming aware of healthy lifestyles, of learning to make informed choices, and of developing a balanced approach to living.

General Education Program Assessment

General education assessment has three basic purposes:

1. To improve student learning and development by identifying the intended student outcomes for the program.
2. To provide feedback on the progress toward the intended student outcomes.
3. To use the feedback to modify aspects of the program to ensure that the outcomes are being achieved and that student learning is improved.

Assessment activities are valued at NDSU and include the participation of students. Results will not be used to penalize students or faculty. Student performance on assessment of the general education program will not become part of the transcript.
General Education Transfer

Students transferring lower-division general education credits within the North Dakota University System need to consult with advisers in their academic programs at NDSU for two reasons. First, degree requirements of individual programs and colleges at NDSU may exceed the university-wide general education requirements. Second, meeting the university-wide lower-division general education requirements by transfer credits may not necessarily prepare students for advanced, upper-division study in an academic major at NDSU. See also the NDUS GERTA Agreement.

Using NDSU Study Abroad and Study Tour Experiences for General Education Cultural Diversity or Global Perspectives

UNIV 492: Study Abroad – A student who studies abroad for one or more semesters and who successfully completes a minimum of three credits may qualify for either Cultural Diversity or Global Perspectives. Six or more study abroad credits may qualify for both Cultural Diversity and Global Perspectives categories. A student must arrange to have an official transcript sent to NDSU from the study abroad institution for official evaluation and credit determination. In addition, a student must complete a Student Appeal for Exception to General Education Requirements (https://www.ndsu.edu/fileadmin/registrar/forms/genedappeal.pdf) for consideration.

(Prefix) 379: Study Tour – Study Tour experiences do not automatically qualify for NDSU general education. An NDSU study tour instructor must apply for general education course approval in the appropriate category that pertains to the course content (including cultural diversity and global perspectives). Approval requires the instructor to submit a course syllabus and a one-page rationale addressing how the tour experience will meet the outcome being sought. Syllabus and rationale are to be submitted to the University Curriculum Committee well in advance of the tour departure.

Core Undergraduate Learning Outcomes

The intended learning outcomes resulting from the various general education categories include the following:

Communication (C)

1. Communication Learning Outcome - students will use a variety of modes, particularly written, oral, artistic, and visual to
   a. effectively communicate analysis, knowledge, understanding, expression and/or conclusions
   b. skillfully use high-quality, credible, relevant sources
   c. demonstrate appropriate conventions in a variety of communication situations
   d. demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

Quantitative Reasoning (R)

1. Critical Thinking, Creative Thinking, and Problem Solving Learning Outcome - students will
   a. explain the nature of evidence used for analysis
   b. apply quantitative and qualitative methods to collect and analyze data
   c. apply creativity and divergent thinking
   d. evaluate the assumptions, evidence, and logic of competing views and explanations
   e. identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
   f. evaluate, synthesize, and apply evidence to understand and address complex, real world problems
   g. generate creative, reasoned, approaches or solutions to unscripted, real world problems

Science & Technology (S)

1. Technology Learning Outcome - students will
   a. apply technology to demonstrate creativity and solve problems
   b. use technology to enhance understanding
   c. identify the social, aesthetic, and ethical implications of technological decisions
   d. analyze how technology shapes, limits, and augments our experiences and understandings

2. Natural and Physical Sciences Learning Outcome - students will
   a. analyze components and dynamics of natural and physical worlds
   b. develop models to explain phenomena within the natural and physical worlds
   c. identify the role of scientific methods in the study of natural and physical worlds

Humanities & Fine Arts (A) and Social & Behavioral Sciences (B)

1. Human Societies Learning Outcomes - students will
   a. identify the nature and impact of aesthetic and creative activities in human experience
   b. analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures
   c. analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts
d. apply theories or research methods to understand human events, identities, artifacts, or social structures

Social & Behavioral Sciences - Wellness (W)

1. Person & Social Responsibility Learning Outcomes - students will
   a. examine their own values, biases, and conclusions
   b. analyze the ethical basis for and implications of personal, professional, and civic decisions
   c. comprehend and demonstrate appropriate standard of professional behavior
   d. identify stewardship of the land and its people as integral to a land-grant university
   e. analyze human impacts on the world and the importance of sustaining its resources for future generations

Cultural Diversity (D)

1. Diversity Learning Outcomes - students will
   a. identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities
   b. identify the role diversity plays in the ability of biological organisms to adapt to a changing environment
   c. evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities
   d. collaborate with others in diverse interpersonal, intercultural, or international settings

Global Perspectives (G)

1. Global Perspectives Learning Outcomes - students will
   a. apply theories or research methods to develop strategies and solutions that address global challenges
   b. identify potential benefits and explore the opportunities of being a global citizen
   c. analyze how communities are impacted by and/or contribute to globalization from various perspectives
   d. analyze the process and/or develop models of global trends
   e. evaluate global phenomena using perspectives, attitudes and beliefs of communities with cultural backgrounds different from their own

General Education Administrative Policies

1. General education courses may be used to satisfy requirements for both general education requirements and the major, minor, and program emphases, where applicable.
2. Departments or colleges may preclude their students from double counting general education courses with major courses.
3. Except for courses that meet the cultural diversity or global perspectives requirements, no course can fulfill the requirements for more than one general education category.
4. General education requirements can be met through credit by exam, departmental examinations, or equivalents.
5. General education requirements can be met by successful completion of a course for which an approved general education course in the same department is a prerequisite or by successful completion of an advanced course in the same department with comparable course content.
6. Except for courses offered only on a pass/fail basis, no courses taken to meet the general education requirements may be taken for pass/fail grades.
7. The general education minimum requirements apply to all baccalaureate degree programs.
8. Transfer students who have completed an associate of arts or an associate of science degree in the United States or Canada at a regionally accredited institution and who transfer to NDSU or who pursue a second baccalaureate degree at NDSU is considered to have completed his or her lower-division general education requirements at NDSU. Transfer student coursework from outside the United States and Canada will be evaluated on a course-by-course basis.
9. Students may receive placement credit for ENGL 110 College Composition I based on a minimum English ACT score (or SAT equivalent) and satisfactory performance (grade of 'C' or better) in ENGL 120 College Composition II or equivalent.
10. A student who has completed an associate of arts or an associate of science degree in the United States or Canada at a regionally accredited institution and who transfers to NDSU or who pursues a second baccalaureate degree at NDSU is considered to have completed his or her lower-division general education requirements at NDSU. Transfer student coursework from outside the United States and Canada will be evaluated on a course-by-course basis.
11. General education courses at other accredited institutions, which do not have equivalent courses or general education status at NDSU, may be accepted in transfer as part of the general education requirements at NDSU.
12. All general education course syllabi and course web sites must identify the course as having been approved for meeting general education requirements and include the general education outcomes for which each course is approved. (See Syllabus Requirements (https://www.ndsu.edu/facultysenate/gened/syllabi/))

13. Students who have completed basic military training (which is the commitment for enlistment) will receive a waiver for the Wellness category. Military record documentation is required for the waiver; documentation is to be submitted to the Office of Registration and Records with a completed Appeal for Exception to General Education Requirements form. The waiver for the training will not lead to course credit, and all other minimum graduation requirements apply.

**General Education Courses**

The following is representative of the courses approved in each general education category for the specific catalog year. The general education component requires a minimum of 39 total credits with a minimum credit requirement in each of the seven categories. Cultural diversity and global perspectives may be satisfied by completing courses in another category.

### Category C: Communications - 12 credits

**Nine Credits must be in Writing, three at the Upper-Level**:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>4</td>
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<tr>
<td>or ENGL 112</td>
<td>ESL College Composition I</td>
<td></td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>3-4</td>
</tr>
<tr>
<td>or ENGL 121</td>
<td>Honors Composition II</td>
<td></td>
</tr>
<tr>
<td>or ENGL 122</td>
<td>ESL College Composition II</td>
<td></td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>Writing in the Technical Professions</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Writing and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 324</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 325</td>
<td>Writing in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 326</td>
<td>Writing in the Design Professions</td>
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</tr>
<tr>
<td>ENGL 357</td>
<td>Visual Culture and Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 358</td>
<td>Writing in the Humanities and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 459</td>
<td>Researching and Writing Grants and Proposal</td>
<td>3</td>
</tr>
<tr>
<td>FREN 360</td>
<td>Studies in Language and Style</td>
<td>3</td>
</tr>
<tr>
<td>HIST 390</td>
<td>Historical Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MICR 354</td>
<td>Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 450</td>
<td>Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 451</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Advanced Spanish Grammar and Writing</td>
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### Category R: Quantitative Reasoning - 3 credits

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<thead>
<tr>
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<tbody>
<tr>
<td>CSCI 122</td>
<td>Visual BASIC</td>
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<tr>
<td>CSCI 159</td>
<td>Computer Science Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 257</td>
<td>Traditional Logic</td>
<td>3</td>
</tr>
<tr>
<td>STAT 330</td>
<td>Introductory Statistics</td>
<td>3</td>
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</tbody>
</table>

### CATEGORY S: Science & Technology - 10 Credits

- At least four credits must be in natural or physical sciences.
- A one-credit lab must be taken as a co-requisite with a general education science/technology course unless the course includes an embedded lab experience equivalent to a one-credit course.
### Natural Science (Sn):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGRI 115</td>
<td>Wonders of Weather</td>
<td>3</td>
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<tr>
<td>BIOL 111</td>
<td>Concepts of Biology</td>
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<tr>
<td>BIOL 111L</td>
<td>Concepts of Biology Lab</td>
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<tr>
<td>BIOL 124</td>
<td>Environmental Science</td>
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<tr>
<td>BIOL 124L</td>
<td>Environmental Science Laboratory</td>
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<tr>
<td>BIOL 126</td>
<td>Human Biology</td>
<td>3</td>
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<tr>
<td>BIOL 126L</td>
<td>Human Biology Laboratory</td>
<td>1</td>
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<tr>
<td>BIOL 220</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 220L</td>
<td>Human Anatomy and Physiology I Laboratory</td>
<td>1</td>
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<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>3</td>
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<tr>
<td>or PLSC 315</td>
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<tr>
<td>BIOL 315L</td>
<td>Genetics Laboratory</td>
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<td>or PLSC 315L</td>
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<tr>
<td>ENT 210</td>
<td>Insects, Humans and the Environment</td>
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<tr>
<td>GEOL 201</td>
<td>The Geology of Climate Change and Energy</td>
<td>3</td>
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<td>HON 342</td>
<td>Colloquium in the Sciences</td>
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<td>MICR 202</td>
<td>Introductory Microbiology</td>
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<td>MICR 202L</td>
<td>Introductory Microbiology Lab</td>
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<tr>
<td>NRM/RNG 225</td>
<td>Natural Resources &amp; Agrosystems</td>
<td>3</td>
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<tr>
<td>PLSC 110</td>
<td>World Food Crops</td>
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</tr>
<tr>
<td>PLSC 111</td>
<td>Genetics and You</td>
<td>2</td>
</tr>
<tr>
<td>PLSC 210</td>
<td>Horticulture Science</td>
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<tr>
<td>PLSC 211</td>
<td>Horticulture Science Lab</td>
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<tr>
<td>SOIL 217</td>
<td>Introduction to Meteorology &amp; Climatology</td>
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### Physical Science (Sp):

<table>
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<tbody>
<tr>
<td>CHEM 117</td>
<td>Chemical Concepts and Applications</td>
<td>3</td>
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<tr>
<td>CHEM 117L</td>
<td>Chem Concepts and Applications Lab</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 121L</td>
<td>General Chemistry I Laboratory</td>
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</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 122L</td>
<td>General Chemistry II Laboratory</td>
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</tr>
<tr>
<td>GEOL 105</td>
<td>Physical Geology</td>
<td>3</td>
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<tr>
<td>GEOL 105L</td>
<td>Physical Geology Lab</td>
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<tr>
<td>GEOL 106</td>
<td>The Earth Through Time</td>
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</tr>
<tr>
<td>GEOL 106L</td>
<td>The Earth Through Time Lab</td>
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</tr>
<tr>
<td>GEOL 107L</td>
<td>Eastern North Dakota Field Course May be taken as a co-requisite lab if taken with GEOL 105 or GEOL 106.</td>
<td>1</td>
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<tr>
<td>HNES 250</td>
<td>Nutrition Science May be used for Category 5b: Wellness if taken in addition to the 10 credits required in Science &amp; Technology. It may not be counted in more than one category.</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
<td>3</td>
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<tr>
<td>PHYS 110L</td>
<td>Introductory Astronomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 120</td>
<td>Fundamentals of Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 120L</td>
<td>Fundamentals of Physics Laboratory</td>
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</tr>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211L</td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>College Physics II</td>
<td>3</td>
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<tr>
<td>PHYS 212L</td>
<td>College Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 220</td>
<td>Physics for Designers</td>
<td>3</td>
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</table>
**General Education**

UNIV 150  
Foundations of Science  
3

UNIV 151  
Science and Society  
3

**Technology (St):**

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<tr>
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<tbody>
<tr>
<td>CSCI 114</td>
<td>Microcomputer Packages</td>
<td>3</td>
</tr>
<tr>
<td>or MIS 116</td>
<td>Business Use of Computers</td>
<td></td>
</tr>
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</table>

**CATEGORY A: Humanities & Fine Arts - 6 Credits**

- No more than 3 of the 6 credits may be in fine arts performance.

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ADHM 310</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>ADHM 315</td>
<td>History of Interiors I</td>
<td>3</td>
</tr>
<tr>
<td>ADHM 316</td>
<td>History of Interiors II</td>
<td>3</td>
</tr>
<tr>
<td>ADHM 410</td>
<td>Dress in World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ADHM 411</td>
<td>Food and World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ARB 101</td>
<td>First-Year Arabic I</td>
<td>4</td>
</tr>
<tr>
<td>ARB 102</td>
<td>First-Year Arabic II</td>
<td>4</td>
</tr>
<tr>
<td>ARB 201</td>
<td>Second-Year Arabic I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 321</td>
<td>History and Theory of Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 322</td>
<td>History of Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Introduction to the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Introduction to Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 153</td>
<td>Design Thinking and Creative Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ART 210</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 101</td>
<td>First-Year Latin I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>Being Human</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 225</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 229</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>British and American Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 331</td>
<td>Contemporary Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 333</td>
<td>Fantasy and Science Fiction</td>
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</tr>
<tr>
<td>ENGL 335</td>
<td>Multicultural Writers</td>
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<tr>
<td>ENGL 336</td>
<td>Literature and The Environment</td>
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<td>ENGL 340</td>
<td>19th Century American Fiction</td>
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<td>World Theatre</td>
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<td>Introduction to Women's Studies</td>
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<td>WGS 112</td>
<td>Introduction to Masculinities</td>
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**Fine Arts Performance:**
- Any performance courses must be in addition to those required for the student’s major.

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<td>THEA 161</td>
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**CATEGORY B: Social & Behavioral Sciences - 6 Credits**

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<td>Introduction to Anthropology</td>
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<td>Introduction to Anthrozoology</td>
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<td>COMM 112</td>
<td>Understanding Media and Social Change</td>
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<td>COMM 114</td>
<td>Human Communication</td>
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<td>COMM 212</td>
<td>Interpersonal Communication</td>
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<tr>
<td>ECON 105</td>
<td>Elements of Economics</td>
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ECON 201 Principles of Microeconomics 3
ECON 202 Principles of Macroeconomics 3
EMGT 101 Emergencies, Disasters, and Catastrophes 3
ENGR 312 Impact of Technology on Society 3
GEOG 151 Human Geography 3
GEOG 161 World Regional Geography 3
HDFS 135 Family Science 3
HDFS 186 Consumer and Society 3
HDFS 230 Life Span Development 3
HDFS 475 Children and Families Across Cultures 3
HON 341 Colloquium in the Social Sciences 3
INTL 110 Introduction to International Studies 3
POLS 110 Introduction to Political Science 3
POLS 115 American Government 3
POLS 120 Terrorism 3
POLS 220 International Politics 3
PSYC 111 Introduction to Psychology 3
PSYC 210 Human Sexuality 3
PSYC 211 Introduction To Behavior Modification 3
PSYC 212 Psychological Aspects of Drug Use and Abuse 3
PSYC/SOC 214 Social Interaction 3
PSYC 221 Psychology Applied to Work 3
PSYC 250 Developmental Psychology 3
PSYC 270 Abnormal Psychology 3
SOC 110 Introduction to Sociology 3
SOC 116 Global Social Problems 3
SOC 235 Cultural Diversity 3
SOC 412 Sociology of Gender 3

CATEGORY W: Wellness - 2 Credits

- Required is a social/behavioral science course that integrates at least two areas of lifelong wellness: emotional well-being, nutrition, physical activity, and psychological development.

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<td>Couples, Marriages and Families</td>
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<td>HNES 100</td>
<td>Concepts of Fitness &amp; Wellness</td>
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<td>HNES 111</td>
<td>Wellness</td>
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<tr>
<td>HNES 200</td>
<td>Principles of Nutrition</td>
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<tr>
<td>HNES 217</td>
<td>Personal and Community Health</td>
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<td>HNES 250</td>
<td>Nutrition Science</td>
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<td>PH 101</td>
<td>Introduction to Public Health</td>
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</table>

CATEGORY D: Cultural Diversity

- This requirement may be met by 3 credits taken in any department as part of the 39 credits required for general education in a course approved for cultural diversity.

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<tr>
<td>ADHM 411</td>
<td>Food and World Cultures</td>
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<tr>
<td>ANTH 111</td>
<td>Introduction to Anthropology</td>
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<td>ARB 201</td>
<td>Second-Year Arabic I</td>
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<td>Introduction to the Visual Arts</td>
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<td>COMM 216</td>
<td>Intercultural Communication</td>
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<td>Introduction to Literature</td>
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<td>ENGL 330</td>
<td>British and American Women Writers</td>
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<td>ENGL 335</td>
<td>Multicultural Writers</td>
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<td>FREN 345</td>
<td>Women in French Literature</td>
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<td>GERM 201</td>
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<td>HDFS 475</td>
<td>Children and Families Across Cultures</td>
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<td>Race in U.S. History</td>
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<td>HIST 431</td>
<td>The North American Plains</td>
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<td>HON 386</td>
<td>World Literature: Imaginary Homelands</td>
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<td>SOC 235</td>
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<td>SOC 412</td>
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<td>Introduction to Masculinities</td>
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**CATEGORY G: Global Perspectives**

- This requirement may be met by 3 credits taken in any department as part of the 39 credits required for general education in a course approved for global perspectives.
### North Dakota University System General Education Requirements Transfer Agreement

The North Dakota University System (NDUS) General Education Requirements Transfer Agreement (GERTA) was established by the State Board of Higher Education to ease student transfers within the system. Although subject to revision by the board, the policies at the time of this printing were as follows:

- If students have completed the lower-division general education course requirements (36 credits or more) at one NDUS institution and transfer to another NDUS institution, then the lower-division general education requirements will have been met.

If the lower-division general education requirements have not been completed before transferring, the general education courses from the indicated areas are applicable to an appropriate general education requirement of the institution to which they are transferred. In these cases, the number of credits required to complete the general education requirement in each area is determined by the policies of the institution to which the courses are transferred.

Students transferring lower-division general education credits within the North Dakota University System need to consult with advisers in their academic programs at NDSU for two reasons. First, degree requirements of individual programs and colleges at NDSU may exceed the university-wide general education requirements. Second, meeting the university-wide lower-division general education requirements by transfer credits may not necessarily prepare students for advanced, upper-division study in an academic major at NDSU.

Students transferring from non-ND University System institutions will have their general education requirements evaluated on a course-by-course basis when they enter NDSU.

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<td>German Culture &amp; Society</td>
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<td>HIST 355</td>
<td>History of Global Islam</td>
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<td>HIST 381</td>
<td>Australia &amp; New Zealand</td>
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<td>Natural Resources &amp; Agrosystems</td>
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<td>Terrorism</td>
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