WSU's Learning Goals of Undergraduate Education

Bachelor’s degree requirements are rooted in the university’s Learning Goals of Undergraduate Education described below, which are expressed broadly so as to frame study in the major as well as in general education. The example outcomes listed under each goal provide a model set of learning outcomes through which students can demonstrate achievement of the goals, whether in general education courses or courses in the major.

Learning Goals of Undergraduate Education

CRITICAL AND CREATIVE THINKING
Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.

Example learning outcomes: Graduates may demonstrate critical and creative thinking by:
1. Defining, analyzing, and solving problems.
2. Integrating and synthesizing knowledge from multiple sources.
3. Assessing the accuracy and validity of findings and conclusions.
4. Examining how one thinks, reasons, and makes value judgments, including ethical and aesthetic judgments.
5. Identifying diverse viewpoints, including different philosophical and cultural perspectives.
6. Combining and synthesizing existing ideas, images, or expertise in original ways.
7. Thinking and working in imaginative ways characterized by innovation, divergent thinking, and risk-taking.

QUANTITATIVE REASONING
Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.

Example learning outcomes: Graduates may demonstrate quantitative and symbolic reasoning by:
1. Explaining information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
2. Converting relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
3. Applying quantitative principles and methods in the solution of problems.
4. Making judgments and drawing appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Identifying and evaluating important assumptions in estimation, modeling, and data analysis.
6. Expressing quantitative evidence in support of the argument or purpose of work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

SCIENTIFIC LITERACY
Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.

Example learning outcomes: Graduates may demonstrate scientific literacy by:
1. Identifying scientific issues underlying global, national, local, and personal decisions and communicating positions that are scientifically and technologically informed.
2. Evaluating the quality of scientific and health-related information on the basis of its source and the methods used to generate it.
3. Posing and evaluating arguments based on evidence and applying conclusions from such arguments appropriately.
4. Recognizing the societal benefits and risks associated with scientific and technological advances.

INFORMATION LITERACY
Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.

Example learning outcomes: Graduates may demonstrate information literacy by:
1. Determining the extent and type of information needed.
2. Implementing well-designed search strategies.
3. Accessing information effectively and efficiently from multiple sources.
4. Assessing credibility and applicability of information sources.
5. Using information to accomplish a specific purpose.
6. Accessing and using information ethically and legally.

COMMUNICATION
Graduates will communicate successfully with audiences through written, oral, and other media as appropriate for the audience and purpose.

Example learning outcomes: Graduates may demonstrate communication skills by:
1. Analyzing how circumstances, background, values, interests and needs shape communication sent and received.
2. Tailoring messages to audiences according to purpose, occasion, and technology used.
3. Expressing concepts, propositions, and beliefs in coherent, concise, and technically correct form.
4. Choosing appropriate communication media and technology.
5. Speaking confidently and effectively in front of groups.
6. Following social and disciplinary norms for individual and small group interactions, which includes active listening.

DIVERSITY
Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.

Example learning outcomes: Graduates may demonstrate their recognition of diverse cultures, values, and perspectives by:
1. Moving beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
2. Recognizing how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/or cultural values, beliefs, and practices determine social and cultural conditions.
3. Using vocabulary, language, concepts, and/or theoretical models to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.
4. Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
5. Assessing one’s own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

DEPTH, BREADTH, AND INTEGRATION OF LEARNING
Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

Example learning outcomes: Graduates may demonstrate depth, breadth, and integration of learning:
WSU’s Learning Goals of Undergraduate Education

1. Through broad study in the sciences and mathematics, social sciences, humanities, history, languages, and the arts.
2. By demonstrating a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary, and unsolved problems.
3. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.
4. By understanding how the methods and concepts of the chosen discipline (major) relate to those of other disciplines and by engaging in cross-disciplinary activities.
5. By synthesizing multiple bodies of knowledge to address real-world problems and issues.
6. By reflecting upon changes in learning and outlook over time and by making personal, professional, and civic plans based on that self-reflection.

The University Common Requirements (UCORE) Program

WSU’s general education program is structured by the University Common Requirements (UCORE). The University Common Requirements help students acquire foundational skills and a broad knowledge of the world that complements their specific areas of study. Through this broad exposure to multiple disciplines, students develop intellectual and civic competencies, practical skills and the ability to apply knowledge and skills in real-world settings. WSU graduates are prepared to address diverse, complex issues for the benefit of themselves, their communities, their employers, and for society at large.

The University Common Requirements (UCORE) constitute the center of the undergraduate curriculum. The faculty developed these graduation requirements to advance student achievement of the learning outcomes of WSU’s Learning Goals of Undergraduate Education. While the greater part of students’ courses of study is devoted to their major field(s), the UCORE curriculum equips students with a broad set of skills applicable to coursework in all majors and highly sought by employers. Accordingly, the program offers a wide variety of elective choices and provides many individual pathways through the curriculum, including introductory, advanced, and integrative forms of learning.

The UCORE program is structured by four broad categories that are divided into ten requirements. Only courses approved by the UCORE committee fulfill the ten requirement areas. The program is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS]. Foundational courses and inquiry-based learning in the disciplines are complemented by a diversity requirement that embraces both American and global issues. The program’s structure includes coursework in contemporary issues, social sciences, humanities, creative or professional arts, quantitative reasoning, natural sciences, diversity, and communication, to support achievement of WSU’s Learning Goals of Undergraduate Education.

The University Common Requirements (UCORE) apply to all students who enter WSU with three exceptions: (1) Honors students complete the Honors College version of the general education curriculum outlined in the Honors section of this catalog. (2) A transferable A.A. degree from a community college in Washington, Oregon, Idaho, California, Arizona, or Hawaii satisfies lower-division UCORE requirements for transfer students (this excludes the [CAPS] requirement). (3) Continuing students who entered before fall 2013 and have been continuously enrolled must meet the requirements of the 2009 WSU Catalog, though they may elect to change to UCORE. Former students who return should consult Academic Regulation 110 for the appropriate set of graduation requirements.

To select courses and to plan an individual pathway through the UCORE program, match courses in the WSU Catalog (http://catalog.wsu.edu) to requirements using the [bracketed notation] that appears in the list below. Of the 34 total credits, only three courses (3 or 4 credits each) may be taken within the major. Some majors may require specific courses in UCORE categories. Please check with an academic advisor for more information.

<table>
<thead>
<tr>
<th>UCORE Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST-YEAR EXPERIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Roots of Contemporary Issues - HISTORY 105 [ROOT]</td>
<td>3</td>
</tr>
<tr>
<td><strong>FOUNDATIONAL COMPETENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning [QUAN]</td>
<td>3</td>
</tr>
<tr>
<td>Communication [COMM] [WRTG]</td>
<td>6</td>
</tr>
<tr>
<td><strong>WAYS OF KNOWING</strong></td>
<td></td>
</tr>
<tr>
<td>Inquiry in the Social Sciences [SSCI]</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry in the Humanities [HUM]</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry in the Creative and Professional Arts [ARTS]</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry in the Natural Sciences [BSCI] [PSCI] [SCI]</td>
<td>7 or 8</td>
</tr>
<tr>
<td><strong>DIVERSITY</strong></td>
<td></td>
</tr>
<tr>
<td>Diversity [DIVR]</td>
<td>3</td>
</tr>
<tr>
<td><strong>INTEGRATIVE LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Integrative Capstone [CAPS]</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Semester Credit Hours</strong></td>
<td>34 or 35 cr.</td>
</tr>
</tbody>
</table>

1. Transfer students with 45 credits or more but without a direct transfer AA degree (DTA) will complete HISTORY 305 for this requirement.
2. At least 3 credits must be in writing [WRTG] and three additional credits may be in either [WRTG] or [COMM].
3. At least 3 credits in Biological Science [BSCI] and 3 credits in Physical Science [PSCI] plus 1 additional lab hour, or 8 credits of [SCI] designated courses.

General Rules

- No course designated as a University Common Requirement (UCORE) can be taken on a pass, fail basis. All UCORE-designated courses must be letter-graded (i.e., A, B, C, D, and F), with only a few exceptions for a limited number of CAPS courses, which carry S,F grading. While some courses with a UCORE designation can be taken on a pass/fail basis as electives or to fulfill major requirements, they will not satisfy UCORE requirements if not taken for a letter grade.

- A maximum of three (3 or 4 credit) UCORE courses may be taken within the major. For the purpose of this limitation, three 1-credit UCORE courses may be combined to count for a single 3-credit UCORE course.

- Quantitative Reasoning [QUAN]: This requirement can be satisfied by passing a designated course or courses in mathematics, through satisfactory performance on the Advanced Placement examination, or by passing a calculus course beyond Math 171.

- A course from another institution that articulates (transfers) as a direct equivalent to a UCORE category will satisfy a UCORE category requirement if it is at least two (2) credits for a three (3) credit requirement, and three (3) credits for a four (4) credit requirement. The total UCORE credits must be no fewer than thirty-four (34), and no category may be more than one (1) credit short of the total category requirement (e.g., no less than five [5] credits for the COMM category, no less than six [6] for BSCI + PSCI or SCI). Courses taken at WSU do not fall under this policy (two one-credit WSU courses will not fulfill a three-credit requirement; one two-credit WSU course will not fulfill a three-credit requirement).

- Capstone courses are taken in residence.

Transfer Students: Two full years of credit and completion of lower-division University Common Requirements normally will be granted to students who have been awarded the Direct Transfer Associate (AA) degree from a Washington community college. The Associate of Arts—Oregon transfer degree from an Oregon community college guarantees completion of the lower-
division University Common Requirements, but does not guarantee junior standing or 60 semester credits. Certain approved associate’s degrees from Arizona, California, Hawaii, and Idaho may also be considered to have fulfilled the lower-division University Common Requirements for graduation, but do not guarantee junior status (60 semester credits). For details on specific degrees consult the Office of Admissions.

Transfer students will still be responsible for meeting the other requirements for graduation, including those in the college and major department. The University Writing Portfolio and the upper-division Integrative Capstone [CAPS] are not lower-division requirements and therefore cannot be satisfied by the approved AA or AS degrees. Please note that other kinds of degrees from community colleges, or degrees from states other than Washington, Oregon, Idaho, California, Hawaii and Arizona, do not automatically fulfill University Common Requirements. See Academic Regulation 6 for further details.

UCORE Categories and Course Lists

FIRST-YEAR EXPERIENCE

Roots of Contemporary Issues [ROOT]
As the academic centerpiece of WSU’s First-Year Experience, Roots of Contemporary Issues (HIST 105 or 305) provides a strong intellectual foundation for college learning, which students can build upon for the rest of their careers. Roots of Contemporary Issues (RCI) introduces students to five learning goals: critical and creative thinking; information literacy; communication; diversity; and integration of learning. The course examines global issues that affect human life in the 21st century, including environmental change, globalization, inequality, competing systems of knowledge, and conflict.

FOUNDATIONAL COMPETENCIES

Ideally, these are completed in the student’s first year, as they provide fundamental skills for academic and career success.

Quantitative Reasoning [QUAN]
QUAN courses broaden students’ understanding of and appreciation for mathematical reasoning while at the same time giving them a skill set that will be of value to everyday life. These courses advance the fundamentals of quantitative reasoning; develop skills for interpreting and evaluating quantitative representations (charts, graphs, algorithms, etc.); and promote identification of the strengths and weaknesses of quantitative methods for representing and solving problems.

Communication: Written Communication [WRTG] and Communication [COMM]
—Writing: WRTG courses require students to develop and express ideas clearly, concisely, and effectively in writing. Using strategic assignments and aligned evaluation criteria, WRTG courses develop a student’s understanding of the principles and elements of effective written communication through extensive applied practice, self-evaluation, and revision.

Communication: Written Communication [WRTG] and Communication [COMM]

—Writing: WRTG courses require students to develop and express ideas clearly, concisely, and effectively in writing. Using strategic assignments and aligned evaluation criteria, WRTG courses develop a student’s understanding of the principles and elements of effective written communication through extensive applied practice, self-evaluation, and revision.

—Communication: COMM-designated courses emphasize non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, or intercultural communication.

These courses require students to develop and express ideas clearly, concisely, and effectively in media beyond written communication alone. Students develop skills in creatively adapting content and conventions to diverse contexts, audiences, and purposes, and skillfully using high-quality, credible, relevant sources to develop ideas that are appropriate for the presentation or other communication, as envisioned in the Information Literacy learning goal.

Development of communication abilities may involve working with a variety of technologies, such as mixing texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-group interaction, one-on-one conversation, as well as listening actively. These skills will allow students to increase knowledge, foster understanding, or promote change in audiences’ attitudes or behaviors.

FOUR WAYS OF KNOWING: Social Sciences, Humanities, Arts, and Natural Sciences

In completing the series of Inquiry courses, students gain broad exposure to and comfort with critical and creative thought processes across a variety of disciplinary areas. By asking and attempting to answer the “big questions” in a variety of disciplines, students learn how to generate, evaluate, disseminate and apply knowledge within those disciplinary contexts and beyond.

The organization of these requirements into these four broad areas—natural science, social sciences, humanities, and arts—ensures that students experience a wide variety of methods of scholarly inquiry (e.g., rhetorical analysis, aesthetic analysis, ethnography, historical, scientific method and qualitative methods).

Inquiry in the Social Sciences [SSCI]
Inquiry in the Social Sciences teaches students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts. Courses familiarize students with the methods of inquiry appropriate to the discipline as well as the key concepts and major paradigms in the social sciences.

Communication: Written Communication [WRTG] and Communication [COMM]

—Writing: WRTG courses require students to develop and express ideas clearly, concisely, and effectively in writing. Using strategic assignments and aligned evaluation criteria, WRTG courses develop a student’s understanding of the principles and elements of effective written communication through extensive applied practice, self-evaluation, and revision.

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Communication: Written Communication [WRTG] and Communication [COMM]

—Writing: WRTG courses require students to develop and express ideas clearly, concisely, and effectively in writing. Using strategic assignments and aligned evaluation criteria, WRTG courses develop a student’s understanding of the principles and elements of effective written communication through extensive applied practice, self-evaluation, and revision
Inquiry in the Humanities [HUM]

The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of American and world history, philosophical traditions, major religions, diverse cultural legacies, and contested questions. As fields of study, the humanities emphasize analysis, interpretation, and reflection rather than the direct creative expression of the arts. They engage centrally with questions of meaning and purpose, which serve as bridges of relevance between past, present, and future.

ANTH 201 Art and Society
CES 111 Introduction to Asian Pacific American Studies
CES 151 Introduction to Chicano/Latino Studies
CES 209 Hip Hop Around the Globe
CES/ENGLISH 220 Introduction to Multicultural Literature
CES/HISTORY/WOMEN ST 235 African American History
CES 260 Race and Racism in US Popular Culture
CES 313/ENGLISH 311 Asian Pacific American Literature
CHINESE/ASIA 121 Modern Chinese Culture
COM 105 Communication in Global Contexts
ENGLISH 108 Reading Now
ENGLISH 110 Language in the Real World
ENGLISH 112 Introduction to Shakespeare
ENGLISH 205 Readings in American Literature
ENGLISH 210 Shakespeare
ENGLISH 305 The British Novel to 1900
ENGLISH 366 The American Novel to 1900
ENGLISH 368 19th Century Literature of the British Empire and the Americas
ENGLISH 372 Humanities in the Ancient World
FRENCH 320 French/Francophone Culture
GERMAN 120 German Culture
GERMAN 320 German Culture
HISTORY 101 Classical and Christian Europe
HISTORY 102 Modern Europe
HISTORY 110 American History to 1877
HISTORY 111 American History Since 1877
HISTORY 121 World History II
HISTORY 230 Latin America, The Colonial Period
HISTORY 231 Latin America, The National Period
HISTORY 331 Latin American Cultural History
HISTORY 340 Ancient Greece
HISTORY 341 Ancient Rome
HISTORY 355 History of European Popular Culture
HISTORY/ASIA 373 Chinese Civilization
HISTORY/ASIA 374 Japanese Civilization
HISTORY 382 History of Science and Technology Since Newton
HISTORY 418 United States, 1914-1945
HISTORY 419 United States, 1945-Present
HISTORY 432 20th Century Latin America
HISTORY 440 The Early Middle Ages, 330-1050
HISTORY 447 Europe in the French Revolutionary and Napoleonic Eras, 1789 to 1815
HISTORY 450 Europe Since 1945
HISTORY 454 Age of Empire: Europe, 1871-1914
HUMANITY 101 Humanities in the Ancient World
HUMANITY 103 Mythology
HUMANITY/FOR LANG 302 Humanities in the Middle Ages and Renaissance

Inquiry in the Arts [ARTS]

Creative expression, whether for personal expression or to communicate with others, is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. Arts courses may offer direct participation in such activities while providing a framework for their interpretation, evaluation, and appreciation, past and present.

AMDT 408 Visual Analysis and Aesthetics
ANTH 301 Arts and Media in Global Perspective
DTC 101 Introduction to Digital Technology and Culture
DTC 201 Tools and Methods for Digital Technology
DTC 208 Introduction to Digital Cinema
ENGLISH 150 Introduction of Film as Narrative
ENGLISH 339 Topics in Film as Literature
ENGLISH 342 Documentary Film Theory and Production
FINE ART 101 Introduction to Art
FINE ART 102 Visual Concepts I
FINE ART 103 Visual Concepts II
FINE ART 110 Drawing
FINE ART 201 World Art History I
FINE ART 202 World Art History II
FINE ART 303 Modern Art - 19th Century
FINE ART 305 Arts of Ancient Greece and Rome
FINE ART 307 The Arts of Renaissance Europe
FINE ART 340 Ceramics
FINE ART 350 Sculpture
FINE ART 232 The Mexican Revolution and the Arts
HISTORY 320 Modern US History Through Film
MUSIC 120 Class Guitar
MUSIC 133 Musical Style in Composition
Courses that fulfill the lab requirement are marked with (L).

Inquiry in the Natural Sciences [BSCI] [PSCI] [SCI]

Science is an approach to asking and answering questions about the natural world that values empirical observation as a key foundation for developing theories that explain observations. Science articulates the processes that underlie the world around us. Inquiry using a scientific framework rests upon empirical observation as a key foundation for developing multiple cultural and intellectual perspectives beyond personal experience. Courses encourage students to ask deeper questions about cultural systems and systems of power, and to pursue answers that reflect cultural contexts and interactions using knowledge, critical thinking, and understanding and communication by helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and understanding and communication by helping students engage various social and cultural perspectives beyond personal experience.

Courses that fulfill the lab requirement are marked with (L).

--- Biological Sciences [BSCI] ---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANIM SCI 205</td>
<td>Companion Animal Nutrition</td>
</tr>
<tr>
<td>ANTH 260</td>
<td>(L) Introduction to Biological Anthropology</td>
</tr>
<tr>
<td>ANTH 268</td>
<td>Sex, Evolution, and Human Nature</td>
</tr>
<tr>
<td>ANTH 381</td>
<td>Primate Behavioral Ecology</td>
</tr>
<tr>
<td>BIOLOGY 101</td>
<td>Direction in Biological Sciences</td>
</tr>
<tr>
<td>BIOLOGY 102</td>
<td>(L) General Biology</td>
</tr>
<tr>
<td>BIOLOGY 106</td>
<td>(L) Introductory Biology: Organismal Biology</td>
</tr>
<tr>
<td>BIOLOGY 107</td>
<td>(L) Introductory Biology: Cell Biology and Genetics</td>
</tr>
<tr>
<td>BIOLOGY 110</td>
<td>Scientific Perspective on Global Issues</td>
</tr>
<tr>
<td>BIOLOGY 111</td>
<td>(L) Laboratory Experiments in Biology and Genetics</td>
</tr>
<tr>
<td>BIOLOGY 120</td>
<td>(L) Introduction to Botany</td>
</tr>
<tr>
<td>BIOLOGY 125</td>
<td>Genetics and Society</td>
</tr>
<tr>
<td>BIOLOGY 135</td>
<td>Animal Natural History</td>
</tr>
<tr>
<td>BIOLOGY 140</td>
<td>Introduction to Nutritional Science</td>
</tr>
<tr>
<td>BIOLOGY 150</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOLOGY 298</td>
<td>(L) Honors Biology for Non-Science Majors</td>
</tr>
<tr>
<td>BIOLOGY 308</td>
<td>Marine Biology</td>
</tr>
<tr>
<td>BIOLOGY 333</td>
<td>Human Nutrition and Health</td>
</tr>
<tr>
<td>ENTOM 101</td>
<td>Insects and People: A Perspective</td>
</tr>
<tr>
<td>ENTOM 102</td>
<td>(L) Insects, Infection and Illness: Medical Entomology for Non-Science Majors</td>
</tr>
<tr>
<td>ENTOM 103</td>
<td>(L) Discover Insects: A Laboratory Course for Non-Science Majors</td>
</tr>
<tr>
<td>ENTOM 150</td>
<td>(L) Insects, Science, and World Cultures</td>
</tr>
<tr>
<td>ENTOM 201</td>
<td>Science in the Public Eye</td>
</tr>
<tr>
<td>FS 201</td>
<td>Science on Your Plate</td>
</tr>
<tr>
<td>HORT 150</td>
<td>(L) Science and Art of Growing Plants</td>
</tr>
<tr>
<td>MBIOS 101</td>
<td>(L) Introductory Microbiology</td>
</tr>
<tr>
<td>MBIOS 320</td>
<td>DNA and Society</td>
</tr>
<tr>
<td>NEUROSCI 150</td>
<td>Art and the Brain</td>
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<td>PL P 150</td>
<td>Molds, Mildews, Mushrooms: The Fifth Kingdom</td>
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<tr>
<td>PSYCH 372</td>
<td>Biological Basis of Behavior</td>
</tr>
<tr>
<td>SOE 110</td>
<td>(L) Environment and Human Life</td>
</tr>
<tr>
<td>SOIL SCI 201</td>
<td>Soil: A Living System</td>
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--- Physical Sciences [PSCI] ---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASTRONOM 135</td>
<td>(L) Astronomy</td>
</tr>
<tr>
<td>ASTRONOM 138</td>
<td>Planets and Planetary Systems</td>
</tr>
<tr>
<td>ASTRONOM 150</td>
<td>Science and the Universe</td>
</tr>
<tr>
<td>ASTRONOM 390</td>
<td>(L) The Night Sky</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>(L) Introduction to Chemistry</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>(L) Principles of Chemistry I</td>
</tr>
<tr>
<td>PHYSICS 101</td>
<td>(L) General Physics</td>
</tr>
<tr>
<td>PHYSICS 102</td>
<td>(L) General Physics</td>
</tr>
<tr>
<td>PHYSICS 137</td>
<td>Physics and Society</td>
</tr>
<tr>
<td>PHYSICS 150</td>
<td>Physics and Your World</td>
</tr>
<tr>
<td>PHYSICS 201</td>
<td>(L) Physics for Scientists and Engineers I</td>
</tr>
<tr>
<td>PHYSICS 202</td>
<td>(L) Physics for Scientists and Engineers II</td>
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<tr>
<td>PHYSICS 205</td>
<td>(L) Physics for Scientists and Engineers II - Honors</td>
</tr>
<tr>
<td>PHYSICS 206</td>
<td>(L) Physics for Scientists and Engineers II - Honors</td>
</tr>
<tr>
<td>SOE 101</td>
<td>(L) Introduction to Geology</td>
</tr>
<tr>
<td>SOE 102</td>
<td>Natural Resources and Natural Hazards</td>
</tr>
<tr>
<td>SOE 103</td>
<td>Other Worlds: Comparative Planetology of our Solar System</td>
</tr>
<tr>
<td>SOE 210</td>
<td>(L) Earth’s History and Evolution</td>
</tr>
<tr>
<td>SOE 230</td>
<td>Introductory Oceanography</td>
</tr>
<tr>
<td>SOE 250</td>
<td>Introduction to Earth System Science</td>
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</table>

--- Sciences [SCI] ---

<table>
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<tr>
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<tbody>
<tr>
<td>AMDT 210</td>
<td>(L) Textiles</td>
</tr>
<tr>
<td>SCIENCE 101</td>
<td>(L) Origins in the Natural World</td>
</tr>
<tr>
<td>SCIENCE 102</td>
<td>(L) Dynamic Systems in the Natural World</td>
</tr>
</tbody>
</table>

DIVERSITY

Diversity [DIVR]

Diversity courses contribute to stronger, more complex cross-cultural understanding and communication by helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and a flexibility in perspective. Courses encourage students to ask deeper questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives beyond personal experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AMDT 417</td>
<td>Social and Psychological Aspects of Dress</td>
</tr>
<tr>
<td>AMER ST 475*</td>
<td>Digital Diversity</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>General Anthropology</td>
</tr>
<tr>
<td>ANTH 203</td>
<td>Peoples of the World</td>
</tr>
<tr>
<td>ANTH 307</td>
<td>Contemporary Cultures and Peoples of Africa</td>
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<tr>
<td>ANTH/WOMEN ST 316</td>
<td>Gender in Cross Cultural Perspective</td>
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<tr>
<td>ANTH 320/CES 377</td>
<td>Native Peoples of North America</td>
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<tr>
<td>ANTH 327/CES 378</td>
<td>Contemporary Native Peoples of the Americas</td>
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<tr>
<td>ANTH/FOR LANG 350</td>
<td>Speech, Thought, and Culture</td>
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<tr>
<td>ASIA 301</td>
<td>East Meets West</td>
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<tr>
<td>ASIA 322*</td>
<td>Ecology in East Asian Cultures</td>
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<tr>
<td>BIOLOGY 307</td>
<td>Biology of Women</td>
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<tr>
<td>CES 101</td>
<td>Introduction to Comparative Ethnic Studies</td>
</tr>
<tr>
<td>CES 291</td>
<td>Anti-Semitism</td>
</tr>
<tr>
<td>CES 325</td>
<td>Traveling Cultures: Tourism in Global Perspective</td>
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<tr>
<td>CHINESE 111*</td>
<td>Asian Film</td>
</tr>
<tr>
<td>CHINESE 131*</td>
<td>Masterpieces of Asian Literature</td>
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<tr>
<td>COMSOC 323</td>
<td>Intercultural Communication</td>
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<tr>
<td>COUN PSY 457</td>
<td>Chicano/a Latino/a Psychology</td>
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<tr>
<td>CRM J 205</td>
<td>Realizing Justice in a Multicultural Society</td>
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<tr>
<td>DTC 206</td>
<td>Digital Inclusion</td>
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<tr>
<td>ECONS 250</td>
<td>Global Capitalism Today: Perspectives and Issues</td>
</tr>
<tr>
<td>ENGLISH 322/CES 332</td>
<td>Topics in African American Literature</td>
</tr>
<tr>
<td>ENGLISH 362</td>
<td>Rhetorics of Racism</td>
</tr>
<tr>
<td>ENGLISH 489</td>
<td>20th/21st Century British and Postcolonial Literatures</td>
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</table>
Integrative Capstone [CAPS]

Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and lifelong learning. Intended to be taken in the final year of a student’s degree, the CAPS courses serve as a culminating experience of the university’s undergraduate learning goals. CAPS courses may occur within or outside the major, depending on the requirements of a student’s major field of study. Many CAPS courses ask students to demonstrate a depth of knowledge within their chosen academic field of study that integrates its history, core methods, techniques, vocabulary, and unsolved problems. Other CAPS courses ask students to apply concepts from their general and specialized studies to personal, academic, service learning, professional, and/or community activities. Other CAPS courses ask students to demonstrate how the methods and concepts of a chosen discipline relate to those of other disciplines through engaging in cross-disciplinary activities. Each type of CAPS course typically involves the production of a major project that demonstrates the student’s cumulative learning toward the bachelor’s degree.

INTEGRATIVE LEARNING

FOR LANG 101 Introduction to the World of Languages
FOR LANG 110 Introduction to Global Film
FOR LANG 120 Introduction to Foreign Cultures
FOR LANG/ASIA 220 Global Issues, Regional Realities
H D 350 Family Diversity
HISTORY 120 World History I
HISTORY 130 History of Organized Crime in America
HISTORY 150 Peoples of the United States
HISTORY/ASIA 270 India: History and Culture
HISTORY/ASIA 271 Southeast Asian History: Vietnam to Indonesia
HISTORY/ASIA 272 Introduction to Middle Eastern History
HISTORY/ASIA 273 Foundations of Islamic Civilization
HISTORY 274 Introduction to African History
HISTORY/ASIA 275 Introduction to East Asian Culture
HISTORY/WOMEN ST 298 History of Women in American Society
HISTORY 308/CES 375 North American Indian History, Precontact to Present
HISTORY 314/CES 304 American Roots: Immigration, Migration, and Ethnic Identity
HISTORY 321 US Popular Culture, 1800 to 1930
HISTORY 322 US Popular Culture Since 1930
HISTORY/WOMEN ST 335 Women in Latin American History
HISTORY/WOMEN ST 398 History of Women in the American West
HISTORY/WOMEN ST 399 Lesbian and Gay History: Culture, Politics, and Social Change in the US
HISTORY/ASIA 477 Modern Japanese History
JAPANESE 120* Traditional Japanese Culture
JAPANESE 320* Issues in East Asian Ethics
MUS 362 History of Jazz
MUS/WOMEN ST 363 Women in Music
SOC/WOMEN ST 251 The Sociology of Sex, Relationships, and Marriage
SOC 340 Social Inequality
SOC/WOMEN ST 351 The Family
SOE 312 Criminology
SPANISH 321 Latin American Cultures
SPMG 101 Sport and Popular Culture: Trends and Issues
WOMEN ST 101 Gender and Power: Introduction to Women’s Studies
WOMEN ST/CES 120 Sex, Race, and Reproduction in Global Health Politics
WOMEN ST 220 Gender, Culture, and Science
WOMEN ST 300* Intersections of Race, Class, Gender, and Sexuality
WOMEN ST/SOC 385 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

*offered under several course subjects; see the catalog description for details.

AFS 401 Advanced Systems Analysis and Design in Agricultural and Food Systems
AMDT 413 Companion Animal Management
ANIM SCI 464 Dairy Cattle Management
ANIM SCI 472 Beef Cattle Production
ANIM SCI 474 The Self in Culture
ANTH 404 Integrative Themes in Anthropology
ARCH 403 Comprehensive Design Studio I
ASTRO 450 Life in the Universe
BIO ENG 411 Engineering Capstone Project II
BIOLOGY 401 Plants and People
BIOLOGY 408 Contemporary Genetics
BIOLOGY 483 Organisms and Global Change
BIOLOGY 485 Biology of the Oceans
CE 465 Integrated Civil Engineering Design
CES 405/ENGLISH 410 Cultural Criticism and Theory
CES 440 Global Social Justice
CHE 451 Everyday Struggles for Justice and Equality
CHEM 485 Chemical Process Analysis and Design II
COM 471 Senior Thesis in Chemistry
COMSOC 421 Stereotypes in Communication
COMSOC 421 Intercultural Communication and Globalization
CPT S 423 Software Design Project II
CRM J/WOMEN ST 403 Violence Toward Women
CROP SCI 435 Interdisciplinary Solutions in the Plant Sciences
CS 420 Software Engineering in Practice
CST M 475 Senior Capstone
E E 416 Electrical Engineering Design
ECE 452 Capstone Design II
ECONS 490 Economics Capstone
ENGLISH 415 Traditions of Comedy and Tragedy
ENGLISH 494 Advanced Topics in Literature
ENG 421 Multidisciplinary Engineering Design II
ENG 431 Interdisciplinary Design II
ENTERP 492 Small Business Policy
FINE ART 408 Art History Thesis
FINE ART 498 Contemporary Issues Seminar
FOR LANG 410 Advanced Topics in Global Cinema
FRENCH 410 French Film in Translation
FRENCH 420 French Culture Through Wine
FRENCH 430 Topics in French/Francophone Literature in Translation
FS 489 Food Product Development
GERMAN 420 Socio-Cultural History of the German Language
HBM 493 Food and Beverage Strategies
HBM 495 Case Studies and Research
H D 403 Families and Poverty
H D 415 Peak Experiences in Leadership
HISTORY 409 American Environmental History
HISTORY 417 Rise of Modern America
HISTORY 435 European Expansion Overseas, 1400-1800
HISTORY 436 Imperialism in the Modern World
HISTORY 444 The Renaissance
HISTORY/ASIA 474 Modern South Asia: Community and Conflict
HISTORY 483 Medicine, Science, and Technology in World History
HISTORY 492 Cultural Appetites: Food in World History
HISTORY 495 Space, Place, and Power in History: Historical Geography in Global Perspective
HORT 425 Trends in Horticulture
I D 426 Interior Design Studio VII
KINES 484 Exercise Prescription and Medical Conditions
LND ARCH 485 Senior Comprehensive Project
MATH 432 Mathematics for College and Secondary Teachers
MATH 464  Linear Optimization
MBIOS 494  Senior Project in Molecular Biosciences
ME 416  Mechanical Systems Design
MECH 417  Mechanical Systems Design II
MGMT 491  Business Strategy and Policy
MUS 461  The Musician in Society: Philosophies and Practices, 1850 - Present
NEP 495  Interprofessional Capstone in Nutrition and Exercise Physiology
NEUROSCI 490  Senior Project
NURS 430  Senior Practicum
NURS 495  Nursing Practice: Advanced Clinical Practicum
PHIL 413  Mind of God and the Book of Nature: Science and Religion
PHIL 442  Philosophy of Mind
PHIL 475  Zombie Apocalypse
PHYSICS 408  Physics and Society
POL S 428  Issues in Political Psychology
POL S 430  The Politics of Natural Resource and Environmental Policy
PSYCH 401  Historical Development of Psychology
PSYCH 412  Psychological Testing and Measurement
SHS 480  Senior Seminar
SOC 415  Globalization
SOC 495  Internship Capstone
SOC 496  Capstone - From Theory to Practice: The Sociology of Service
SOC 497  Capstone Research Practicum
SOE 404  The Ecosystem
SOE 408  Field Geology
SOE 454  Restoration Ecology
SPANISH 420  Cultural Topics
SPMGT 489  Theory and Application in Sports Event Management
TCH LRN 490  Advanced Practicum