

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

| Code | Title | Credits |
|--|---------------------------------|-----------|
| Communication (C) | | 12 |
| ENGL 110 | College Composition I | |
| ENGL 120 | College Composition II | |
| COMM 110 | Fundamentals of Public Speaking | |
| Upper Division Writing [†] | | |
| Quantitative Reasoning (R) [†] | | 3 |
| Science and Technology (S) [†] | | 10 |
| Humanities and Fine Arts (A) [†] | | 6 |
| Social and Behavioral Sciences (B) [†] | | 6 |
| Wellness (W) [†] | | 2 |
| Cultural Diversity (D) ^{**†} | | |
| Global Perspectives (G) ^{**†} | | |
| Total Credits | | 39 |

* 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://catalog.ndsu.edu/past-bulletin-archive/2021-22/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.

NDSU Global Seminar and Global Practicum Courses

Global Practicum: Study Abroad [(Prefix) 292, 392, 492, 692] A student who studies abroad for one or more semesters, and who successfully completes a minimum of three credits eligible for transfer back to NDSU, may qualify for either Cultural Diversity or Global Perspectives. Completing 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. The student must complete a Student Appeal for Exception to General Education Requirements (<https://www.ndsu.edu/fileadmin/registrar/forms/genedappeal.pdf>) for this consideration.

Global Seminar [(Prefix) 179, 279, 379, 479, 679] Global Seminar experiences *do not* automatically qualify for NDSU general education. An NDSU global seminar instructor must apply for approval in an appropriate general education category *before* the course is open for student enrollment and well in advance of seminar departure. Approval requires the instructor to submit a course syllabus and a one-page rationale to the University General Education committee addressing how the seminar experience aligns the course learning outcomes with the general education learning outcomes for the category being sought. Approval is a one-time event and is not extended to additional semesters. Only students who enroll in the class and complete the experience are eligible for general education.

General Education Learning Outcomes

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

Communication (C) - students will

- effectively communicate analysis, knowledge, understanding, expression and/or conclusions in a range of contexts
- skillfully use high-quality, credible, relevant sources
- demonstrate appropriate conventions in a variety of communication situations

Quantitative Reasoning (R) - student will

- apply quantitative and qualitative methods to collect and analyze data, in order to:
 - explain the nature of evidence used for analysis
 - evaluate the assumptions, evidence, and logic of competing views and explanations

Science & Technology (S)

Technology Learning Outcome- students will

- understand, use, and apply technology to demonstrate creativity and solve problems
- identify the social, aesthetic, and ethical implications of technological decisions
- analyze how technology shapes, limits, and augments our experiences and understandings

Natural and Physical Sciences Learning Outcome - students will

- analyze components and dynamics of natural and physical worlds
- develop models to explain phenomena within the natural and physical worlds
- apply methods of scientific inquiry to enhance their understanding of the natural and physical world

Humanities & Fine Arts (A) - students will

- identify the nature and impact of aesthetic, creative, or cultural activities on human experience
- analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts

Social & Behavioral Sciences (B) - students will

- analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures
- apply theories or research methods to understand human events, identities, artifacts, or social structures
- Examine their own values, biases, and conclusions within larger social or theoretical contexts

Social & Behavioral Sciences - Wellness (W) - students will

- examine how social ecological contexts relate to their personal wellness values, biases, and conclusions
- articulate how their personal, professional, or civic goals reflect their core wellness values
- explore, identify and evaluate sources of information related to personal wellness

Cultural Diversity (D) - students will

- identify how diverse societies shape individual experiences, expressions and identities
- identify how diversity influences cultural values

Global Perspectives (G) - students will

- apply theories or research methods to develop strategies and solutions that address global challenges
- identify potential benefits and explore the implications of global citizenship
- 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. (Exception for Spring and Fall 2020: Students were allowed to complete general education requirements with a pass grade.)
7. The general education minimum requirements apply to all baccalaureate degree programs.
8. Transfer students who have only partially fulfilled general education category requirements by transfer-approved courses must complete the requirements in approved courses within the NDSU deficient categories. No category credit requirement may be deficient by more than a partial semester credit. However, in the communication category, if the transfer course(s) have been evaluated as equivalent to ENGL 110 College Composition I, ENGL 120 College Composition II, and COMM 110 Fundamentals of Public Speaking and total no less than eight semester credits, the lower-division category requirement has been met.
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/general_education/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.
14. Students must complete at least four credits of natural and physical sciences in the Science and Technology category. Also in this category, a student must complete a one-credit lab taken as a co-requisite with an approved general education science and technology lecture course, unless the approved science and technology course has an embedded lab experience equivalent to one-credit (ex. CHEM 117 & CHEM 117L; PLSC 110).

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

- 3 of the 12 credits at the upper-level (300-400):

| Code | Title | Credits |
|--|--|----------------|
| ENGL 110 or ENGL 112 | College Composition I Multilingual College Composition I | 3 |
| ENGL 120 or ENGL 121 or ENGL 122 | College Composition II Honors Composition II Multilingual College Composition II | 3 |
| COMM 110 or COMM 111 | Fundamentals of Public Speaking Honors Public Speaking | 3 |
| ECON 356 | History of Economic Thought | 3 |
| ENGL 320 | Business and Professional Writing | 3 |
| ENGL 321 | Writing in the Technical Professions | 3 |
| ENGL 322 | Writing and the Creative Process | 3 |
| ENGL 324 | Writing in the Sciences | 3 |
| ENGL 325 | Writing in the Health Professions | 3 |
| ENGL 326 | Writing in the Design Professions | 3 |
| ENGL 357 | Visual Culture and Language | 3 |
| ENGL 358 | Writing in the Humanities and Social Sciences | 3 |
| ENGL 459 | Researching and Writing Grants and Proposal | 3 |
| FREN 360 | Studies in Language and Style | 3 |
| HIST 390 | Historical Research and Writing | 3 |
| MICR 354 | Scientific Writing | 3 |
| PHIL 450 | Metaphysics | 3 |
| PHIL 451 | Epistemology | 3 |
| PHRM 324 | Writing and Professionalization in Pharmacy | 3 |
| SPAN 401 | Advanced Spanish Grammar and Writing | 3 |

Category R: Quantitative Reasoning - 3 credits

| Code | Title | Credits |
|-------------|---|----------------|
| CSCI 122 | Visual BASIC | 3 |
| CSCI 159 | Computer Science Problem Solving | 3 |
| EMGT 445 | Understanding Vulnerable Populations in Disasters | 3 |
| MATH 104 | Finite Mathematics | 3 |
| MATH 146 | Applied Calculus I | 4 |
| MATH 165 | Calculus I | 4 |
| PHIL 257 | Traditional Logic | 3 |
| STAT 330 | Introductory Statistics | 3 |

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):

| Code | Title | Credits |
|-------------|--------------------------|----------------|
| AGRI 115 | Wonders of Weather | 3 |
| BIOL 100L | Non-Majors Biology Lab * | 1 |
| BIOL 111 | Concepts of Biology | 3 |
| BIOL 124 | Environmental Science | 3 |
| BIOL 126 | Human Biology | 3 |

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|--------------|---|---|
| BIOL 220 | Human Anatomy and Physiology I | 3 |
| BIOL 220L | Human Anatomy and Physiology I Laboratory | 1 |
| BIOL 315 | Genetics | 3 |
| or PLSC 315 | Genetics | |
| BIOL 315L | Genetics Laboratory | 1 |
| or PLSC 315L | Genetics Laboratory | |
| CFS 210 | Introduction to Food Science and Technology | 3 |
| GEOL 201 | The Geology of Climate Change and Energy | 3 |
| HON 342 | Colloquium in the Sciences | 3 |
| MICR 202 | Introductory Microbiology | 2 |
| MICR 202L | Introductory Microbiology Lab | 1 |
| NRM/RNG 225 | Natural Resources & Agrosystems | 3 |
| PLSC 110 | World Food Crops | 3 |
| PLSC 111 | Genetics and You | 2 |
| PLSC 210 | Horticulture Science | 3 |
| PLSC 211 | Horticulture Science Lab | 1 |
| SOIL 217 | Introduction to Meteorology & Climatology | 3 |

* Beginning Fall 2020, BIOL 100L replaces the previously offered BIOL 111L, BIOL 124L and BIOL 126L as the co-requisite lab for the lecture classes BIOL 111, BIOL 124, and BIOL 126. BIOL 100L is also considered the repeated course equivalent for any of these three lab courses.

Physical Science (Sp):

| Code | Title | Credits |
|-----------|---|---------|
| CHEM 117 | Chemical Concepts and Applications | 3 |
| CHEM 117L | Chem Concepts and Applications Lab | 1 |
| CHEM 121 | General Chemistry I | 3 |
| CHEM 121L | General Chemistry I Laboratory | 1 |
| CHEM 122 | General Chemistry II | 3 |
| CHEM 122L | General Chemistry II Laboratory | 1 |
| GEOL 105 | Physical Geology | 3 |
| GEOL 105L | Physical Geology Lab | 1 |
| GEOL 106 | The Earth Through Time | 3 |
| GEOL 106L | The Earth Through Time Lab | 1 |
| GEOL 107L | Geology of Red River Valley <small>May be taken as a co-requisite lab if taken with GEOL 105 or GEOL 106.</small> | 1 |
| GEOL 219 | Oceanography | 3 |
| PHYS 110 | Introductory Astronomy | 3 |
| PHYS 110L | Introductory Astronomy Lab | 1 |
| PHYS 120 | Fundamentals of Physics | 3 |
| PHYS 120L | Fundamentals of Physics Laboratory | 1 |
| PHYS 211 | College Physics I | 3 |
| PHYS 211L | College Physics I Laboratory | 1 |
| PHYS 212 | College Physics II | 3 |
| PHYS 212L | College Physics II Laboratory | 1 |
| UNIV 150 | Foundations of Science | 3 |
| UNIV 151 | Science and Society | 3 |

Technology (St):

| Code | Title | Credits |
|-----------|--------------------------------|---------|
| CSCI 114 | Computer Applications | 3 |
| or TL 116 | Business Software Applications | |

CATEGORY A: Humanities & Fine Arts - 6 Credits

| Code | Title | Credits |
|-------------|---------------------------------------|----------------|
| ADHM 310 | History of Fashion | 3 |
| ADHM 315 | History of Interiors I | 3 |
| ADHM 316 | History of Interiors II | 3 |
| ADHM 410 | Dress in World Cultures | 3 |
| ADHM 411 | Food and World Cultures | 3 |
| ARCH 321 | History and Theory of Architecture I | 3 |
| ARCH 322 | History and Theory of Architecture II | 3 |
| ART 110 | Introduction to the Visual Arts | 3 |
| ART 111 | Introduction to Art History | 3 |
| ART 130 | Drawing I | 3 |
| ART 153 | Design Thinking and Creative Strategy | 3 |
| ART 210 | Art History I | 3 |
| ART 211 | Art History II | 3 |
| ENGL 150 | Being Human | 3 |
| ENGL 220 | Introduction to Literature | 3 |
| ENGL 225 | Introduction to Film | 3 |
| ENGL 229 | Introduction to Creative Writing | 3 |
| ENGL 240 | World Literature Masterpieces | 3 |
| ENGL 251 | British Literature I | 3 |
| ENGL 252 | British Literature II | 3 |
| ENGL 262 | American Literature II | 3 |
| ENGL 330 | Women's Writing | 3 |
| ENGL 333 | Fantasy and Science Fiction | 3 |
| ENGL 335 | Multicultural Writers | 3 |
| ENGL 336 | Literature and The Environment | 3 |
| ENGL 340 | 19th Century American Fiction | 3 |
| ENGL 341 | Contemporary American Fiction | 3 |
| ENGL 345 | Themes in American Culture | 3 |
| ENGL 375 | The Bible as Literature | 3 |
| ENGL 380 | Shakespeare | 3 |
| ENGR 311 | History of Technology in America | 3 |
| ENGR 327 | Ethics, Engineering, and Technology | 3 |
| or PHIL 327 | Ethics, Engineering, and Technology | |
| ENVD 101 | Introduction to Environmental Design | 3 |
| FREN 101 | First-Year French I | 4 |
| FREN 102 | First-Year French II | 4 |
| FREN 201 | Second-Year French I | 3 |
| FREN 202 | Second-Year French II | 3 |
| FREN 220 | French and Francophone Culture | 3 |
| FREN 340 | The French-Speaking World | 3 |
| FREN 345 | Women in French Literature | 3 |
| GERM 101 | First-Year German I | 4 |
| GERM 102 | First-Year German II | 4 |
| GERM 201 | Second-Year German I | 3 |
| GERM 202 | Second-Year German II | 3 |
| GERM 220 | German Culture & Society | 3 |
| HIST 101 | Western Civilization I | 3 |
| HIST 102 | Western Civilization II | 3 |
| HIST 103 | U.S. to 1877 | 3 |
| HIST 104 | U.S. Since 1877 | 3 |

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|-------------|--|-----|
| HIST 130 | The American Presidency | 3 |
| HIST 135 | Race in U.S. History | 3 |
| HIST 270 | American Religious History | 3 |
| or RELS 270 | American Religious History | |
| HIST 271 | Introduction to Latin American History | 3 |
| HIST 320 | History of Christianity | 3 |
| or RELS 320 | History of Christianity | |
| HIST 355 | History of Global Islam | 3 |
| HIST 381 | Australia & New Zealand | 3 |
| HIST 431 | The North American Plains | 3 |
| HON 151 | Sapien Logic | 3 |
| HON 340 | Colloquium in the Humanities | 3 |
| HON 386 | World Literature: Imaginary Homelands | 3 |
| LA 321 | History of Landscape Architecture | 4 |
| LANG 108 | Studies in American Language and Culture | 3 |
| MUSC 100 | Music Appreciation | 3 |
| MUSC 103 | Introduction to Music History | 3 |
| MUSC 108 | Roots of American Popular Music | 3 |
| MUSC 379 | Global Seminar | 1-6 |
| PHIL 101 | Introduction to Philosophy | 3 |
| PHIL 111 | Professional Responsibility and Ethics | 3 |
| PHIL 215 | Contemporary Moral Issues | 3 |
| PHIL 216 | Business Ethics | 3 |
| PHIL 225 | Environmental Ethics | 3 |
| RELS 100 | World Religions | 3 |
| RELS 220 | Old Testament | 3 |
| RELS 230 | New Testament | 3 |
| RELS 335 | History of Judaism | 3 |
| RELS 340 | New Religious Movements | 3 |
| RELS 345 | Religion and Politics | 3 |
| RELS 355 | History of Global Islam | 3 |
| SPAN 101 | First-Year Spanish I | 4 |
| SPAN 102 | First-Year Spanish II | 4 |
| SPAN 201 | Second-Year Spanish I | 3 |
| SPAN 202 | Second-Year Spanish II | 3 |
| THEA 110 | Introduction to Theatre Arts | 3 |
| THEA 115 | World Film | 3 |
| THEA 160 | Storytelling | 3 |
| THEA 161 | Acting I | 3 |
| THEA 280 | World Theatre | 3 |
| TIPS 101 | Introduction to Native American & Indigenous Studies | 3 |
| WGS 110 | Introduction to Women's Studies | 3 |
| WGS 112 | Introduction to Masculinities | 3 |

CATEGORY B: Social & Behavioral Sciences - 6 Credits

| Code | Title | Credits |
|----------|---|---------|
| ADHM 141 | Tourism and International Travel Management | 3 |
| ADHM 486 | Dress and Human Behavior | 3 |
| ANTH 111 | Introduction to Anthropology | 3 |
| ANSC 200 | Introduction to Anthrozoology | 3 |
| ANTH 204 | Archaeology and Prehistory | 3 |
| ANTH 205 | Human Origins | 3 |

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|--------------|--|---|
| ANTH 206 | Introduction to Cultural Anthropology: Peoples of the World | 3 |
| BUSN 280 | Introduction To Business | 3 |
| COMM 112 | Understanding Media and Social Change | 3 |
| COMM 114 | Human Communication | 3 |
| COMM 212 | Interpersonal Communication | 3 |
| COMM 216 | Intercultural Communication | 3 |
| ECON 105 | Elements of Economics | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| ECON 202 | Principles of Macroeconomics | 3 |
| EMGT 101 | Emergencies, Disasters, and Catastrophes | 3 |
| EMGT 425 | World Disasters | 3 |
| ENGR 312 | Impact of Technology on Society | 3 |
| GEOG 151 | Human Geography | 3 |
| GEOG 161 | World Regional Geography | 3 |
| HDFS 186 | Consumer and Society | 3 |
| HDFS 230 | Life Span Development | 3 |
| HDFS 275 | Diversity and Multiculturalism in Individual and Family Life | 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 |
| POLS 231 | Law and Society | 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 115 | Social Problems | 3 |
| SOC 116 | Global Social Problems | 3 |
| SOC 235 | Cultural Diversity | 3 |
| SOC 412 | Sociology of Gender | 3 |
| WGS 370 | Transnational/Global Women | 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.

| Code | Title | Credits |
|----------|---------------------------------|---------|
| ECON 205 | Market Values | 3 |
| HDFS 242 | Couples, Marriages and Families | 3 |
| HNES 100 | Concepts of Fitness & Wellness | 2 |
| HNES 111 | Wellness | 3 |
| HNES 217 | Personal and Community Health | 3 |
| HNES 250 | Nutrition Science | 3 |
| HON 251 | Leadership Development | 2 |
| PH 101 | Introduction to Public Health | 3 |

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.

| Code | Title | Credits |
|----------|--|---------|
| ADHM 410 | Dress in World Cultures | 3 |
| ADHM 411 | Food and World Cultures | 3 |
| ANTH 111 | Introduction to Anthropology | 3 |
| ANTH 204 | Archaeology and Prehistory | 3 |
| ANTH 205 | Human Origins | 3 |
| ANTH 206 | Introduction to Cultural Anthropology: Peoples of the World | 3 |
| ART 110 | Introduction to the Visual Arts | 3 |
| COMM 216 | Intercultural Communication | 3 |
| EMGT 445 | Understanding Vulnerable Populations in Disasters | 3 |
| ENGL 150 | Being Human | 3 |
| ENGL 220 | Introduction to Literature | 3 |
| ENGL 335 | Multicultural Writers | 3 |
| ENGL 340 | 19th Century American Fiction | 3 |
| ENGL 341 | Contemporary American Fiction | 3 |
| ENGL 345 | Themes in American Culture | 3 |
| FREN 101 | First-Year French I | 4 |
| FREN 201 | Second-Year French I | 3 |
| FREN 220 | French and Francophone Culture | 3 |
| FREN 340 | The French-Speaking World | 3 |
| FREN 345 | Women in French Literature | 3 |
| GERM 101 | First-Year German I | 4 |
| GERM 201 | Second-Year German I | 3 |
| HDFS 275 | Diversity and Multiculturalism in Individual and Family Life | 3 |
| HIST 135 | Race in U.S. History | 3 |
| HIST 271 | Introduction to Latin American History | 3 |
| HIST 431 | The North American Plains | 3 |
| HON 151 | Sapien Logic | 3 |
| HON 386 | World Literature: Imaginary Homelands | 3 |
| LANG 108 | Studies in American Language and Culture | 3 |
| MUSC 108 | Roots of American Popular Music | 3 |
| MUSC 379 | Global Seminar | 1-6 |
| PH 101 | Introduction to Public Health | 3 |
| PHIL 215 | Contemporary Moral Issues | 3 |
| SOC 235 | Cultural Diversity | 3 |
| SOC 412 | Sociology of Gender | 3 |
| SPAN 101 | First-Year Spanish I | 4 |
| SPAN 201 | Second-Year Spanish I | 3 |
| THEA 115 | World Film | 3 |
| THEA 280 | World Theatre | 3 |
| TIPS 101 | Introduction to Native American & Indigenous Studies | 3 |
| WGS 110 | Introduction to Women's Studies | 3 |
| WGS 112 | Introduction to Masculinities | 3 |

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.

| Code | Title | Credits |
|-------------|---|---------|
| ADHM 141 | Tourism and International Travel Management | 3 |
| ARCH 321 | History and Theory of Architecture I | 3 |
| ART 111 | Introduction to Art History | 3 |
| BIOL 124 | Environmental Science | 3 |
| ECON 105 | Elements of Economics | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| ECON 202 | Principles of Macroeconomics | 3 |
| ECON 205 | Market Values | 3 |
| EMGT 425 | World Disasters | 3 |
| ENGL 240 | World Literature Masterpieces | 3 |
| ENGL 336 | Literature and The Environment | 3 |
| ENGL 375 | The Bible as Literature | 3 |
| ENGR 312 | Impact of Technology on Society | 3 |
| FREN 102 | First-Year French II | 4 |
| FREN 202 | Second-Year French II | 3 |
| GEOG 151 | Human Geography | 3 |
| GEOG 161 | World Regional Geography | 3 |
| GEOL 105L | Physical Geology Lab | 1 |
| GEOL 105 | Physical Geology | 3 |
| GEOL 106 | The Earth Through Time | 3 |
| GEOL 106L | The Earth Through Time Lab | 1 |
| GEOL 201 | The Geology of Climate Change and Energy | 3 |
| GEOL 219 | Oceanography | 3 |
| GERM 102 | First-Year German II | 4 |
| GERM 202 | Second-Year German II | 3 |
| GERM 220 | German Culture & Society | 3 |
| HIST 320 | History of Christianity | 3 |
| or RELS 320 | History of Christianity | |
| HIST 355 | History of Global Islam | 3 |
| HIST 381 | Australia & New Zealand | 3 |
| INTL 110 | Introduction to International Studies | 3 |
| NRM/RNG 225 | Natural Resources & Agrosystems | 3 |
| PLSC 110 | World Food Crops | 3 |
| POLS 120 | Terrorism | 3 |
| POLS 220 | International Politics | 3 |
| RELS 220 | Old Testament | 3 |
| RELS 335 | History of Judaism | 3 |
| RELS 340 | New Religious Movements | 3 |
| RELS 345 | Religion and Politics | 3 |
| RELS 355 | History of Global Islam | 3 |
| SOC 116 | Global Social Problems | 3 |
| SPAN 102 | First-Year Spanish II | 4 |
| SPAN 202 | Second-Year Spanish II | 3 |
| UNIV 151 | Science and Society | 3 |
| WGS 370 | Transnational/Global Women | 3 |

North Dakota University System General Education Requirements Transfer Agreement

The North Dakota University System (NDUS) General Education Requirements Transfer Agreement (GERTA) (<https://ndus.edu/lets-get-started/transfer-to-a-different-campus/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.