# GENERAL EDUCATION REQUIREMENTS 

OVERVIEW

## Catalog of Entry

The Undergraduate Academic Catalog in effect when a student first enrolls at the university or any one subsequent catalog will be the guide to General Education Requirements.

## Grades

Unless otherwise stated in a course description, a student must earn a grade of $\mathbf{D}$ or better to receive general education credit for a course. In some cases, programs will require a grade of C or better for general education courses such as when a general education course is also part of the major. In addition, certain general education courses serve as prerequisites for higher-level courses. Those higher-level courses may require a grade of C or better in the prerequisite course general education course. In both cases, a course completed with a D will still count toward a student's general education requirements, but the student will need to retake the course and earn a C or better to meet the program or prerequisite requirements. Students should check with their advisor and the course catalog to determine the requirements.

## Goals

The general education program at YSU is designed to help students achieve the following five goals:

- Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation. These skills will be applied in the major and culminate in the successful completion of a senior capstone project.
- Students will demonstrate understanding of the basic facts, principles, theories, and methods of science. Students will demonstrate the interdependence of science and technology and the influence of science and technology on society.
- Students will interpret significant writings and works of art, with a focus on aesthetics, historical responses, and the nature of the human condition.
- Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture
- Students will demonstrate understanding in any of the following critical areas of contemporary life: Domestic Diversity, International Perspectives, Sustainability, and Well-being.


## Learning Outcomes

To assist students in achieving the goals above, the courses included in the General Education model incorporate some combination of the learning outcomes. The outcomes as they relate to the goals for the various types of General Education courses are listed below:

## Core Competencies Learning Outcomes:

GOAL: Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation.

- Students will demonstrate the ability to write and speak effectively, develop sound arguments, and derive justified conclusions.
- Students will demonstrate the ability to reason using quantitative data, and students will demonstrate use of mathematical methods and concepts in both abstract and concrete contexts.
- Students will demonstrate the ability to reason critically and identify credible sources.


## Knowledge Domain Learning Outcomes:

## NATURAL SCIENCES

GOAL: Students will demonstrate understanding of the basic facts, principles, theories, and methods of science. Students will demonstrate the interdependence of science and technology and the influence of science and technology on society.

- Students will successfully perform an experiment to test a hypothesis including the collection and analysis of data.
- Students will demonstrate the knowledge and application of scientific principles.
- Students will use and interpret formulas, graphs, and tables.
- Students will demonstrate understanding of the interactions of science, technology and society.


## ARTS AND HUMANITIES

GOAL: Students will interpret significant writings and works of art, with a focus on aesthetics, historical responses, and the nature of the human condition.

- Students will analyze and evaluate the elements and the personal and societal impact of multiple types of literary and artistic expressions.
- Students will demonstrate awareness of ethical or cultural values in shaping the human experience.


## SOCIAL SCIENCES

GOAL: Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture.

- Students will demonstrate understanding of the contexts and development of human cultures and institutions.
- Students will demonstrate understanding of individual and social behavior.
- Students will demonstrate an understanding of methodologies used in the social sciences.


## SOCIAL AND PERSONAL AWARENESS

GOAL: Students will demonstrate understanding in any of the following critical areas of contemporary life: Domestic Diversity, International Perspectives, Sustainability, and Well-being.

- Domestic Diversity - Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.
- International Perspectives - Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.
- Environmental Sustainability - Students will demonstrate understanding of contemporary concerns regarding the environmental sustainability of social, economic, public policy and technological systems and practices.
- Wellbeing - Students will demonstrate understanding of and appreciation for the relationship between personal behaviors and lifelong health and wellness.


## Capstone Learning Outcomes:

GOAL: Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation. These skills will be applied in the major and culminate in the successful completion of a senior capstone project.

- Write and speak effectively.
- Acquire, process and present quantitative and qualitative information using the most appropriate technologies.
- Reason critically, to distinguish among forms of argumentation, and to derive justified conclusions.


## Baccalaureate Degree General Education Requirements

A. Core Competencies (p. 5)<br>WRITING<br>To learn the skills of effective writing, students will:

- Take two courses:
- ENGL 1550 Writing 1 or ENGL 1549 Writing 1 with Support- the standard introductory writing course
- ENGL 1551 Writing 2- a course in which students investigate a thematic topic (students with ACT scores at or above 28 will only need to take ENGL 1551 Writing 2)
- Gather evidence from the library, Internet, or other appropriate sources
- Write a research paper using a computer


## SPEAKING

To become effective speakers, students will take CMST 1545 Communication Foundations.

CRITICAL THINKING
The critical-thinking learning outcome will be met through each student's major's curriculum.

## MATHEMATICS

Students must take at least one approved course that teaches mathematical and statistical skills. A student may satisfy this requirement by passing an approved course or by passing a higher-level mathematics course.

## B. Knowledge Domains: Arts and Humanities (p. 2), Natural Sciences (p. 4), Social Sciences (p. 3), and Social and Personal Awareness (p. 4)

To become more well-rounded members of the community, students are required to take a total of nine courses from the four knowledge domains. The coursework gives students exposure to fields of study outside their majors. Students are required to take:

COURSE TITLE
Select two courses from each of the four domains:
Arts and Humanities
Natural Science (at least one of the courses must include a laboratory component)
Social Science
Social and Personal Awareness

## C. Capstone (http://catalog.ysu.edu/undergraduate/ general-information/academic-policies-procedures/ general-education-requirements/\#capstonetext)

All majors require a capstone course. In the capstone course, students are required to demonstrate knowledge in their major as well as their ability to communicate in writing, their oral communication skills, and their ability to reason critically.

## Baccalaureate Degree General Education Requirements Summary

| Core Competencies |
| :--- |
| Writing 2 courses |
| Speech 1 course |
| Mathematics 1 course |
| Knowledge Domains |

Core Competencies

Speech 1 course

Knowledge Domains
Arts and Humanities 2 courses

Natural Science 2 courses (1 must
include a lab)
Social Science 2 courses
Social and Personal Awareness 2
courses
Capstone 1 course
*total* *13 courses*

## Associate Degree General Education Requirements

The general education requirements vary by degree; the requirements for each associate degree are listed in the appropriate college section. All associate degrees require the completion of a minimum of five courses.

## Applied Associate Degrees

COURSE TITLE S.H.

ENGL 1550 Writing 1 3
ENGL 1551 Writing 2 3

Mathematics (no more than one course)
Select two courses from two of the three following areas:
Natural Science
Arts and Humanities
Social Science

Students in Applied Associates Degree Programs must take a minimum of five general-education courses, including Writing I and Writing II, one course in mathematics, two courses representing two of the following domains: natural science, arts and humanities, and social science. To ensure transferability of an Associates Degree within the State of Ohio, students should take only Ohio Transfer 36 (OT36) Approved Courses in arts and humanities and social science.

## Academic Associates Degrees at YSU

Students in the Associates of Arts Program must fulfill the same Gen. Ed requirements as required for Baccalaureate Programs (with exception of the capstone.) To ensure transferability of an Associates Degree within the State of Ohio, students should only take Ohio Transfer 36 (OT36) Approved Courses.

## General Education and Transfer Students

Transfer students with a bachelor's degree
Students with a bachelor's degree from a regionally accredited institution in the United States or from an approved international institution (as determined by the International Programs Office) seeking an additional baccalaureate degree do not have to complete the YSU general education requirements. Students will need to take general education courses required for their major. See the Degree Audit (http://cms.ysu.edu/administrative-offices/degree-audit/ degree-audit/) website for an up-to-date list.

## Transfer students without a bachelor's degree

All transfer students without a bachelor's degree from a regionally accredited institution in the United States must complete the general education requirements. Students should consult with an academic advisor to discuss the coursework they need to complete the YSU general education requirements. See the Transfer Credit (http://catalog.ysu.edu/undergraduate/ general-information/admission/transfer-applicants/) section of this catalog for additional information.

## Arts and Humanities

Bachelor's degree seeking students must complete two of the following:

| COURSE | TITLE | S.H. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| AFST 2601 | Introduction to Africana Studies $2^{1,2} 3$ |  |  | the Ohio Transfer 36 and are guaranteed to |  |
| ART 1541 | Survey of Art History $1^{1}$ | 3 | transfer to any of Ohio's public institutions of higher education as a |  |  |
| ART 1542 | Survey of Art History $2^{1,2}$ | 3 | Education maintains an up-to-date list of OT36 approved courses |  |  |
| ART 1543 | Survey of Art History: Gods and Monsters--Religion, Myth, and the Supernatural | 3 | through the OT36 reporting system (https://analytics.das.ohio.gov/ t/HigherEdPUB/views/OhioTransfer36Approvals/Dashboard2/? |  |  |
| ART 1544 | Survey of Art History: Body, Gender, and Self | 3 | \%3Adisplay_count=n\&\%3Aembed=y\&\%3AisGuestRedirectFromVizportal=y\& |  |  |
| ART 1545 | Survey of Art History: Politics, Cities, and Art for the Public | 3 |  <br> \%3AshowVizHome=n). (https://reports-cems.transfercredit.ohio.gov/ apexprod/rws_cems/r/105/1/) |  |  |
| ART 2648 | Experience Art: Social and Behavioral Perspectives | 3 | Courses are | s-listed with another General Education domain. |  |
| DNCE 2698 | Survey of Dance ${ }^{1}$ | 3 |  |  |  |
| ENGL 1590 | Introduction to Literature | 3 |  |  |  |
| ENGL 2610 | World Literature ${ }^{1,2}$ | 3 | Social Sciences |  |  |
| ENGL 2615 | Science Fiction and Fantasy Literature | 3 | Bachelor's degree seeking students must complete two of the following: |  |  |
| ENGL 2617 | Women in Literature ${ }^{1,2}$ | 3 | COURSE <br> AFST 2600 |  | S.H. |
| ENGL 2618 | American Literature and Diversity ${ }^{1,2}$ | 3 |  | TITLE |  |
| ENGL 2620 | African Literature | 3 |  | Introduction to Africana Studies $1{ }^{2}$ | 3 |
| ENGL 2630 | LGBTQIA Literature | 3 | ANTH 1500 | Introduction to Anthropology ${ }^{1}$ | 3 |
| ENGL 2631 | Mythology in Literature ${ }^{1}$ | 3 | ANTH 1503 | The Rise and Fall of Civilizations | 3 |
| ENGL 2665 | Introduction to Film Study ${ }^{1}$ | 3 | CMST 2600 | Communication Theory | 3 |
| FNLG 2610 | Foreign Film ${ }^{2}$ | 3 | CRJS 1500 | Introduction to Criminal Justice | 3 |
| HIST 2600 | Introduction to Jewish Studies ${ }^{2}$ | 3 | ONLY ONE OF THE FOLLOWING |  |  |
| JOUR 2603 | Journalism Ethics and Social Responsibilities ${ }^{1}$ | 3 | ECON 1501 Economics in Action ${ }^{1}$ |  |  |
| JOUR 2605 | Journalism as Literature | 3 | ECON 2610 | Principles 1: Microeconomics ${ }^{1}$ |  |
| MUHL 2616 | Survey of Jazz ${ }^{1}$ | 3 | ECON 1503 | Rich and Poor. Diversity and Disparity in the United States Workplace ${ }^{1,2}$ |  |
| MUHL 2617 | Film Music ${ }^{1}$ | 3 | ECON 2630 |  |  |  |
| MUHL 2618 | Rock n' Roll to Rock | 3 | ENGL 2651 | Introduction to Language ${ }^{2}$ |  |
| MUHL 2619 | Music of Non-Western Societies | 3 |  | Women in the Ancient World |  |
| MUHL 2620 | Music and the African-American Experience | 3 | FNLG 2660 | Geospatial Foundations 3 |  |
| MUHL 2621 | Music Literature and Appreciation | 3 | GEOG 2611 |  |  |  |
|  |  | 3 | GEOG 2626 | World Geography ${ }^{1,2} 3$ |  |
| MUHL 2622 | Popular Music in America | 3 | GEOG 2640 | Human Geography ${ }^{1,2} 3$ |  |
| MUHL 2624 | Survey of Hip Hop | 3 | GERO 3703 | Aging and Society ${ }^{2}$ |  |
| MUHL 3772 | Music History and Literature 2 | 3 | HIST 1500 | Discovering World History ${ }^{1,2}$ |  |
| MUHL 3773 | Music History and Literature 3 | 3 | HIST 1501 | American Dreams: Introduction to United States History ${ }^{1}$ |  |
| MUHL 3774 | Music History and Literature 4 | 3 |  |  |  |  |
| PHIL 1560 | Introduction to Philosophy | 3 | HIST 1511 | World Civilization to 1500 ${ }^{1,2}$ | 3 |
| PHIL 1561 | Technology and Human Values | 3 | HIST 1512 | World Civilization from $1500{ }^{1,2}$ | 3 |
| PHIL 1565 | Critical Thinking | 3 | HIST 2605 | Turning Points in United States History $1{ }^{1}$ | 3 |
| PHIL/REL 2610 | Global Ethics | 3 | HIST 2606 | Turning Points in United States History $2^{1,2}$ | 3 |
| ONLY ONE OF THE FOLLOWING: |  |  | MCOM 1595 | Media Literacy and Culture ${ }^{1}$ | 3 |
| PHIL 2625 | Introduction to Professional Ethics |  | MGT 2604 | Legal and Social Responsibilities of Business | 3 |
| PHIL 2626 | Engineering Ethics |  | PHLT 1531 | Fundamentals of Public Health ${ }^{2}$ | 3 |
| PHIL 2627 | Law and Criminal Justice Ethics |  | POL 1550 | Introduction to Political Science ${ }^{1,2}$ | 3 |
| PHIL 2628 | Business Ethics |  | POL 1560 | American Government ${ }^{1}$ | 3 |
| PHIL 2635 | Ethics of War and Peace | 3 | POL 2640 | Contemporary World Governments ${ }^{1,2}$ | 3 |
| PHIL 3711 | General Ethics | 3 | POL 2660 | International Relations ${ }^{2}$ | 3 |
| REL 2601 | Introduction to World Religions | 3 | PSYC 1560 | General Psychology ${ }^{1}$ | 3 |
| REL 2605 | Myth, Symbol, and Ritual ${ }^{1,2}$ | 3 | PSYC 3700 | Social Psychology | 3 |
| REL/PHIL 2610 | Global Ethics | 3 | PSYC 3755 | Child Development | 3 |
| REL 2617 | Introduction to Asian Religions | 3 | PSYC 3758 | Lifespan Development ${ }^{2}$ | 3 |
| REL 2621 | Religion and Moral Issues ${ }^{1}$ | 3 | SOC 1500 | Introduction to Sociology ${ }^{1}$ | 3 |
| THTR 1512 | Survey of Broadway: The American Musical ${ }^{1}$ | 3 | SOC 2601 | Social Problems ${ }^{1}$ | 3 |
| THTR 1560 | Introduction to Theatre ${ }^{1}$ | 3 | SOC 2650 | Human Trafficking | 3 |
| THTR 1590 | History of Motion Pictures ${ }^{1}$ | 3 | SOC 3703 | Aging and Society ${ }^{2}$ | 3 |
| THTR 2690 | The Art of Motion Pictures ${ }^{1}$ | 3 | WMST 2601 | Introduction to Women's Studies ${ }^{1,2}$ | 3 |

1 Courses are part of the Ohio Transfer 36 and are guaranteed to transfer to any of Ohio's public institutions of higher education as a subject area general education credit. Ohio's Department of Higher Education maintains an up-to-date list of OT36 approved courses through the 0T36 reporting system (https://analytics.das.ohio.gov/ t/HigherEdPUB/views/OhioTransfer36Approvals/Dashboard2/? \%3Adisplay_count=n\&\%3Aembed=y\&\%3AisGuestRedirectFromVizportal=y\& \%3Aorigin=viz_share_link\&\%3AshowAppBanner=false\& \%3AshowVizHome=n). (https://reports-cems.transfercredit.ohio.gov/ apexprod/rws_cems/r/105/1/)
2 Courses are cross-listed with another General Education domain.

## Natural Sciences

Bachelor's degree seeking students must complete two of the following (one must include a lab):

## Natural Science Courses without a lab

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| ASTR 1504 | Descriptive Astronomy ${ }^{1}$ | 3 |
| BIOL 1505 | Biology and the Modern World ${ }^{1}$ | 3 |
| BIOL 1551 | Anatomy and Physiology $1^{1,4}$ | 3 |
| CHEM 1500 | Chemistry in Modern Living ${ }^{1}$ | 3 |
| CHEM 1520 | Allied Health Chemistry for Online Programs | 3 |
| ENST 1500 | Introduction to Environmental Science ${ }^{1,2}$ | 3 |
| FSCI 1510 | Survey of Forensic Science | 3 |
| GEOG 1503 | Physical Geography ${ }^{1}$ | 3 |
| GEOG 2630 | Weather ${ }^{1}$ | 3 |
| GEOL 1504 | The Dynamic Earth | 3 |
| GEOL 2602 | Introduction to Oceanography ${ }^{1}$ | 3 |
| PHYS 1500 | Conceptual Physics ${ }^{1}$ | 3 |
| PHYS 1501 | Fundamentals of Physics $1^{1,4}$ | 4 |
| PHYS 1502 | Fundamentals of Physics $2^{1,4}$ | 3 |
| PHYS 2607 | Physical Science for Middle and Secondary Education 4 | 4 |
| PHYS 2608 | Sound | 3 |
| PHYS 2610 | General Physics $1^{1,4}$ | 4 |
| PHYS 2611 | General Physics $2^{1,4}$ | 4 |

## Natural Science Courses with a lab

Labs must be taken with the associated course in order to count for Natural Science Lab credit.

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| ASTR 1504 <br> \& 1504L | Descriptive Astronomy and Astronomy Laboratory ${ }^{1}$ | 4 |
| $\begin{aligned} & \text { BIOL } 1505 \\ & \& 1505 \mathrm{~L} \end{aligned}$ | Biology and the Modern World and Biology and the Modern World Laboratory ${ }^{3}$ | 4 |
| $\begin{aligned} & \text { BIOL } 1545 \\ & \& 1545 \mathrm{~L} \end{aligned}$ | Allied Health Anatomy and Physiology and Allied Health Anatomy and Physiology Laboratory 3,4 | 5 |
| $\begin{aligned} & \text { BIOL } 1551 \\ & \& 1551 \mathrm{~L} \end{aligned}$ | Anatomy and Physiology 1 and Anatomy and Physiology 1 Laboratory 3,4 | 4 |
| $\begin{aligned} & \text { BIOL } 1552 \\ & \& 1552 \text { L } \end{aligned}$ | Anatomy and Physiology 2 and Anatomy and Physiology 2 Laboratory 3, 4 | 4 |
| $\begin{aligned} & \text { BIOL } 2601 \\ & \& 2601 \mathrm{~L} \end{aligned}$ | General Biology 1: Molecules and Cells and General Biology I: Molecules and Cells Laboratory 3,4 | 4 |
| $\begin{aligned} & \text { BIOL } 2602 \\ & \& 2602 \mathrm{~L} \end{aligned}$ | General Biology 2: Organisms and Ecology and General Biology: Organisms and Ecology Laboratory ${ }^{3,4}$ | 4 |



| ECON 1503 | Rich and Poor. Diversity and Disparity in the United States Workplace ${ }^{1,2}$ | 3 |
| :---: | :---: | :---: |
| ENGL 2617 | Women in Literature ${ }^{1,2}$ | 3 |
| ENGL 2618 | American Literature and Diversity ${ }^{1,2}$ | 3 |
| ENGL 2630 | LGBTQIA Literature | 3 |
| HIST 2600 | Introduction to Jewish Studies | 3 |
| ENGL 2651 | Introduction to Language ${ }^{2}$ | 3 |
| HIST 2606 | Turning Points in United States History $2^{1,2}$ | 3 |
| SOC 2640 | Gender in Society | 3 |
| SOC 2690 | Identities and Differences | 3 |
| WMST 2601 | Introduction to Women's Studies ${ }^{1,2}$ | 3 |
| WMST 2640 | Gender in Society | 3 |

Environmental Sustainability

| COURSE | TITLE | S.H. |
| :--- | :--- | ---: |
| ENST 1500 | Introduction to Environmental Science ${ }^{2}$ | 3 |
| GEOL 1500 | Environmental Geology ${ }^{2}$ | 4 |
| PHLT 1513 | Introduction to Environmental Health and Safety | 3 |
| PHIL 2631 | Environmental Ethics | 3 |

## International Perspectives

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| ART 1542 | Survey of Art History $2^{1,2}$ | 3 |
| ART 1543 | Survey of Art History. Gods and Monsters--Religion, Myth, and the Supernatural | 3 |
| ART 1545 | Survey of Art History: Politics, Cities, and Art for the Public | 3 |
| ENGL 2610 | World Literature ${ }^{1,2}$ | 3 |
| FNLG 2610 | Foreign Film ${ }^{2}$ | 3 |
| GEOG 2626 | World Geography ${ }^{1,2}$ | 3 |
| GEOG 2640 | Human Geography ${ }^{1,2}$ | 3 |
| HIST 1500 | Discovering World History ${ }^{1,2}$ | 3 |
| HIST 1512 | World Civilization from $1500{ }^{1,2}$ | 3 |
| MUHL 2619 | Music of Non-Western Societies | 3 |
| MUHL 2621 | Music Literature and Appreciation ${ }^{1,2}$ | 3 |
| MUHL 3771 | Music History and Literature $1^{1}$ | 3 |
| POL 1550 | Introduction to Political Science ${ }^{1,2}$ | 3 |
| POL 2640 | Contemporary World Governments ${ }^{1,2}$ | 3 |
| POL 2660 | International Relations ${ }^{2}$ | 3 |
| REL 2601 | Introduction to World Religions ${ }^{1,2}$ | 3 |
| REL 2617 | Introduction to Asian Religions ${ }^{\text {1, } 2}$ | 3 |

## Well-Being

| COURSE | TITLE | S.H. |
| :--- | :--- | ---: |
| COUN 1587 | Introduction to Health and Wellness in Contemporary | 3 |
|  | Society |  |
| ECON 1505 | Introduction to Personal Financial Literacy | 3 |
| FNUT 1551 | Normal Nutrition | 3 |
| GERO/SOC 3703 | Aging and Society ${ }^{2}$ | 3 |
| GERO/SOC 3745 | Sociology of Health, Illness, and Healthcare ${ }^{2}$ | 3 |
| KSS 1500 | Physical Activity Core Concepts | 1 |
| PHLT 1531 | Fundamentals of Public Health ${ }^{2}$ | 3 |
| PHLT 1568 | Healthy Lifestyles | 3 |
| PHLT/PSYC 2692 | Human Sexuality | 3 |
| PSYC 3707 | Psychology of Intimate Relationships | 3 |

PSYC 3758 Lifespan Development ${ }^{2} 3$
SOC/GERO 3703 Aging and Society ${ }^{2} 3$
SOC/GERO 3745 Sociology of Health, Illness, and Healthcare 3
1 Courses are part of the Ohio Transfer 36 and are guaranteed to transfer to any of Ohio's public institutions of higher education as a subject area general education credit. Ohio's Department of Higher Education maintains an up-to-date list of OT36 approved courses through the OT36 reporting system (https://analytics.das.ohio.gov/ t/HigherEdPUB/views/OhioTransfer36Approvals/Dashboard2/? \%3Adisplay_count $=\mathrm{n} \& \% 3$ Aembed $=y \& \% 3$ AisGuestRedirectFromVizportal $=y$ \& \%3Aorigin=viz_share_link\&\%3AshowAppBanner=false\& \%3AshowVizHome=n). (https://reports-cems.transfercredit.ohio.gov/ apexprod/rws_cems/r/105/1/)
2 Courses are cross-listed with another General Education domain.

## Physical Activity Courses to be used with KSS 1500 Physical Activity Core Concepts

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| KSS 1502 | Volleyball | 1 |
| KSS 1508 | Group Cycling | 1 |
| KSS 1509 | Meditation | 1 |
| KSS 1512 | Bowling | 1 |
| KSS 1514 | Fencing 1 | 1 |
| KSS 1516 | Boxing for Beginners | 2 |
| KSS 1519 | Racquetball | 1 |
| KSS 1520 | Golf 1 | 1 |
| KSS 1522 | Tennis 1 | 1 |
| KSS 1526 | Marksmanship | 1 |
| KSS 1530 | Learn to Swim | 1 |
| KSS 1534 | Fitness Swimming | 1 |
| KSS 1547 | Flexibility and Core Training | 1 |
| KSS 1549 | Varsity Competition | 1 |
| KSS 1550 | Pilates | 1 |
| KSS 1552 | Yoga | 1 |
| KSS 1553 | Yoga 2 | 1 |
| KSS 1554 | Fitness Walking | 1 |
| KSS 1555 | Jogging | 1 |
| KSS 1557 | Weight Training | 1 |
| KSS 1563 | Rock Climbing | 1 |
| KSS 1565 | Self Defense | 1 |
| KSS 1568 | Taekwondo/Karate | 1 |
| MUEN 0004 | University Chorus | 1 |
| MUEN 0006 | Marching Band | 1 |

## Core Competencies

## Writing

Bachelor's degree seeking students must complete the following two courses:

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| ENGL 1549 | Writing 1 with Support | 4 |
| ENGL 1550 | Writing $1{ }^{1}$ | 3 |
| or ENGL 1550H | Honors Writing 1 |  |
| ENGL 1551 | Writing 2 (Students with ACT scores at or above 28 will only need to take ENGL 1551) ${ }^{1}$ | 3 |

or ENGL 1551 H Honors Writing 2

## Speaking

Bachelor's degree seeking students must complete the following course:

## COURSE

## TITLE

CMST 1545

## Mathematics

Bachelor's degree seeking students must complete one of the following courses:

| COURSE | TITLE | S.H. |
| :---: | :---: | :---: |
| MATH 1510 | College Algebra ${ }^{1}$ | 4 |
| MATH 1510C | College Algebra with Co-requisite Support | 6 |
| MATH 1511 | Trigonometry | 3 |
| MATH 1511C | Trigonometry with Co-requisite Support | 4 |
| MATH 1513 | Algebra and Transcendental Function ${ }^{1}$ | 5 |
| MATH 1552 | Applied Mathematics for Management ${ }^{1}$ | 4 |
| MATH 1570 | Applied Calculus $1^{1}$ | 4 |
| MATH 1571 | Calculus $1{ }^{1}$ | 4 |
| MATH 1572 | Calculus $2^{1}$ | 4 |
| MATH 1581 | Calculus for the Health Sciences 1 | 4 |
| MATH 1581H | Honors Calculus for the Health Sciences 1 | 4 |
| MATH 1582 | Calculus for the Health Sciences 2 | 4 |
| MATH 1585H | Honors Accelerated Calculus 1 | 5 |
| MATH 2623 | Quantitative Reasoning | 3 |
| MATH 2623 C | Quantitative Reasoning with Co-Requisite Support | 5 |
| MATH 2661 | Mathematics for Elementary Teachers 1 | 4 |
| MATH 2661C | Mathematics for Elementary Teachers I with CoRequisite Support | 6 |
| MATH 2662 | Mathematics for Elementary Teachers 2 | 4 |
| MATH 2665 | Foundations of Middle School Mathematics 2 | 4 |
| MATH 2670 | Applied Calculus 2 | 5 |
| MATH 2686H | Honors Accelerated Calculus 2 | 5 |
| STAT 2601 | Introductory Statistics ${ }^{1}$ | 3 |
| STAT 2625 | Statistical Literacy and Critical Reasoning ${ }^{1}$ | 4 |
| STAT 2625C | Statistical Literacy and Critical Reasoning with CoRequisite Support | 6 |
| PHIL 2619 | Introduction to Logic | 3 |

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## Capstone

Bachelor's degree seeking students must complete one of the following courses within their major.

| COURSE | TITLE | S.H. |
| :--- | :--- | ---: |
| AHLT 4820 | Directed Research | 3 |
| ANTH 4860 | Senior Thesis 2 | 3 |
| ART 4803 | Senior Seminar | 3 |
| ASTR 4815 | Undergraduate Astronomy Research | 3 |
| CEEN 4863 | Integrated Design Project | 3 |


| BIOL 4861 | Senior Biology Capstone Experience | 2 |
| :---: | :---: | :---: |
| CHEN 4888 | Process and Plant Design 2 | 3 |
| CHEM 4850 | Chemistry Research | 1 |
| CMST 4899 | Senior Project | 3 |
| CRJS 4800 | Senior Seminar | 3 |
| CSCI 4890 | Computer Projects | 2-4 |
| DHYG 4840 | Directed Dental Hygiene Research | 3 |
| ECE 4841 | Supervised Student Teaching: Early Childhood | 1-10 |
| ECEN 4899 | Senior Design Project | 3 |
| ECON 4880 | Analysis of Economic Problems | 3 |
| ENGL 4890 | Senior Seminar | 3 |
| ENGL 4899 | Public and Professional Writing Senior Project | 3 |
| ENST 5830 | Toxicology and Risk Assessment | 3 |
| FNUT 4895 | DPD Capstone | 3 |
| FSCI 5814 | Practice and Ethics in Forensic Science | 3 |
| GEOL 4830 | Senior Thesis | 4 |
| GEOG 4890 | Geography Capstone | 3 |
| GEOL 48XXF Field Camp Course |  |  |
| GEOL 5802 | Sedimentology and Stratigraphy | 3 |
| GERO 4851 | Capstone in Gerontology | 3 |
| HIST 4870 | Senior Research Seminar | 3 |
| HMEC 4876 | Undergraduate Research | 2 |
| INFO 4880 | Information Technology Analysis and Design | 3 |
| ISEN 4821 <br> \& ISEN 4822 | Capstone Design 1 and Capstone Design 2 | 6 |
| JOUR 4893 | Journalism Senior Project | 3 |
| LASS 4880 | General Studies Capstone | 3 |
| ITAL 4880 | Italian Conversation and Composition Capstone | 4 |
| MATH 4896 | Senior Undergraduate Research Project | 2 |
| MCMP 4804 | Composition | 3 |
| MCOM 4899 | Senior Project | 3 |
| $\begin{aligned} & \text { MECH } 4808 \\ & \& 4808 \mathrm{~L} \\ & \& \text { MECH } 4809 \end{aligned}$ | Mechanical Systems Design 1 and Mechanical Systems Design Laboratory and Mechanical Systems Design 2 | 6 |
| MGT 4850 | Strategic Management | 3 |
| MRCH 4880 | Merchandising Management | 3 |
| Music 4802, 4804, OR 4806 Applied Studio Instruction |  |  |
| NURS 4852 | Senior Capstone Seminar | 3 |
| PHIL 4820 | Seminar in Philosophy | 3 |
| PHIL 4861 | Senior Capstone Project | 3 |
| PHLT 4899 | Public Health Senior Seminar | 3 |
| POL 4801 | Senior Research Seminar | 3 |
| PHYS 4805 | Undergraduate Physics Research | 3 |
| PRL 4899 | Global Public Relations | 3 |
| PSYC 4890 | Senior Thesis | 1 |
| PSYC 4891H | Honors Thesis | 1 |
| PSYC 4895 | Senior Psychology Capstone Experience | 2 |
| REL 4871 | Senior Capstone Project | 3 |
| SCWK 4827 | Integrated Capstone Seminar | 3 |
| SED 4842 | Supervised Student Teaching: High School | 1-10 |
| SED 4827 | Supervised Student Teaching: Language (K-12) | 1-10 |
| SED 4843 | Supervised Student Teaching: Art (K-12) | 1-10 |
| SED 4844 | Supervised Student Teaching: Music (K-12) | 1-10 |
| SED 4845 | Supervised Student Teaching: Health (K-12) | 1-10 |
| SED 4846 | Supervised Student Teaching: Physical Education (K-12) | 1-10 |
| SPAN 5885 | Topics in Hispanic Literature and Film | 3 |


| SPAN 5890 | Topics in Spanish Literature: Spanish-America | 3 |
| :--- | :--- | ---: |
| SPED 4849 | Supervised Student Teaching: Mild Moderate/ <br>  <br>  <br> Disabilities | $1-10$ |
| STAT 4896 | Statistical Project | 2 |
| TCED 4830 | Undergraduate Capstone Course for Education Majors | 3 |
| TEMC 4802 | Student Teaching: Middle Childhood | $1-10$ |
| THTR 4898 | Senior Project | 3 |

