ALL-UNIVERSITY CORE CURRICULUM (AUCC)

Office of Vice Provost for Undergraduate Affairs

Administration Building, Room 108
provost.colostate.edu/academic-programs (http://provost.colostate.edu/academic-programs)

Note Regarding Guaranteed Transfer (GT) Pathways courses
Note Regarding the All-University Core Curriculum
Category 1: Basic Competencies
Category 2: Advanced Writing
Category 3: Foundations and Perspectives

Note Regarding Guaranteed Transfer (GT) Pathways Courses

Most, but not all, of the AUCC courses below have been approved by the Colorado Commission on Higher Education (CCHE) as general education courses guaranteed to transfer among all public higher education institutions in Colorado.

Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are designated with a GT code after the course title (e.g., "MATH 101: Math in the Social Sciences (GT-MA1).") The subcode listed after "GT-" refers to the specific statewide general education category the course fulfills. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, please visit the Colorado Department of Higher Education (http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html) website.

Note Regarding the All-University Core Curriculum

Credits earned in the College Board Advanced Placement Program (AP), the College-Level Examination Program (CLEP), and International Baccalaureate (IB) can be used to satisfy particular All-University Core Curriculum requirements.

All CSU undergraduate students share a learning experience in common. Faculty members from across the University contribute to that experience.

The composition and mathematics requirements must be completed within the first 60 credits (CSU and transfer) taken.

Each baccalaureate Program of Study must incorporate the following elements:

1. Basic Competencies
   A. Intermediate Writing
   B. Mathematics

2. Advanced Writing

3. Foundations and Perspectives
   A. Biological and Physical Sciences (At least one course will include an associated lab)
   B. Arts and Humanities
   C. Social and Behavioral Sciences
   D. Historical Perspectives
   E. Global and Cultural Awareness

4. Depth and Integration
   Minimum 5 credits, 2 courses

A student must earn a cumulative grade point average of 2.000 or better in the courses used to satisfy categories 1 through 3 of the All-University Core Curriculum requirements.

What follows is a brief description of each category in the All-University Core Curriculum and a list of the courses currently approved to meet that category. Note: No courses are listed in more than one category; courses listed in one category cannot be used to fulfill any other category in the AUCC.

Category 1. Basic Competencies

A. Intermediate Writing (3 credits)
   The ability to write correctly and effectively is necessary for success in any academic program and enhances the possibility of one's success in personal and professional life. The objective of courses in this category is to provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills.

<table>
<thead>
<tr>
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<td>CO 150</td>
<td>College Composition (GT-CO2)</td>
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<tr>
<td>HONR 193</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Mathematics (3 credits)
   The objective of the Mathematics requirement is to ensure that students develop mathematical skill and understanding essential for describing events, experiences, and the knowledge base of other disciplines.
Mathematics encourages a mode of thought that encompasses abstraction and generalization and permits careful analysis as well as explicit calculation.

### Category 2. Advanced Writing (3 credits)

Building on and adapting basic skills and strategies already developed in the course in Intermediate Writing, the objective of this requirement is enhancement of skills in written communication to extend rhetorical knowledge, to extend experience in writing processes, to extend mastery of writing convention, and to demonstrate comprehension of content knowledge at the advanced level through effective communication strategies.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>MATH 101</td>
<td>Math in the Social Sciences (GT-MA1)</td>
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<tr>
<td>MATH 105</td>
<td>Patterns of Phenomena (GT-MA1)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 117</td>
<td>College Algebra in Context I (GT-MA1)</td>
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</tr>
<tr>
<td>MATH 118</td>
<td>College Algebra in Context II (GT-MA1)</td>
<td>1</td>
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<tr>
<td>MATH 124</td>
<td>Logarithmic and Exponential Functions (GT-MA1)</td>
<td>1</td>
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<tr>
<td>MATH 125</td>
<td>Numerical Trigonometry (GT-MA1)</td>
<td>1</td>
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<tr>
<td>MATH 126</td>
<td>Analytic Trigonometry (GT-MA1)</td>
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<tr>
<td>MATH 141</td>
<td>Calculus in Management Sciences (GT-MA1)</td>
<td>3</td>
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<tr>
<td>MATH 155</td>
<td>Calculus for Biological Scientists I (GT-MA1)</td>
<td>4</td>
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<tr>
<td>MATH 157</td>
<td>One Year Calculus IA (GT-MA1)</td>
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<td>MATH 159</td>
<td>One Year Calculus IB (GT-MA1)</td>
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<td>MATH 160</td>
<td>Calculus for Physical Scientists I (GT-MA1)</td>
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<td>MATH 161</td>
<td>Calculus for Physical Scientists II (GT-MA1)</td>
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<tr>
<td>MATH 255</td>
<td>Calculus for Biological Scientists II (GT-MA1)</td>
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### Category 3. Foundations and Perspectives

The Core rests on acquiring foundations of knowledge and understanding intellectual perspectives. Courses in this category are designed to bring the skills developed in Core Competencies to life and give them direction and purpose. Elements of foundation offer exemplary introductions to fields and areas of study that explore their distinctive characteristics as well as critical links within and among them. Elements of perspective promote coherence and integration of knowledge within and among fields and areas of study, often through the exploration of significant thematic issues. Foundation elements frequently will be introduced in disciplinary contexts. Perspective elements typically will be structured comparatively and enlivened through interdisciplinary contexts.

#### A. Biological and Physical Sciences (7 credits)

The objective of the Biological and Physical Sciences requirement is to instill a clear understanding of the basic scientific viewpoint, to master scientific knowledge at a level that facilitates communication in an increasingly technological society, to employ and build on core competencies in mathematics and logical/critical thinking, to enable students to learn and use the scientific method, and to evaluate the impacts of science and technology on society. At least one course must have a laboratory component. Sometimes the laboratory component is a separate course number.

<table>
<thead>
<tr>
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<tr>
<td>AA 100</td>
<td>Introduction to Astronomy (GT-SC2)</td>
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<td>AA 101</td>
<td>Astronomy Laboratory (GT-SC1)</td>
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<tr>
<td>ANTH 120</td>
<td>Human Origins and Variation (GT-SC1)</td>
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<tr>
<td>ANTH 121</td>
<td>Human Origins and Variation Laboratory (GT-SC1)</td>
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<tr>
<td>BZ 101</td>
<td>Humans and Other Animals (GT-SC2)</td>
<td>3</td>
</tr>
<tr>
<td>BZ 104</td>
<td>Basic Concepts of Plant Life (GT-SC1)</td>
<td>3</td>
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<tr>
<td>BZ 105</td>
<td>Basic Concepts of Plant Life Laboratory (GT-SC1)</td>
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<tr>
<td>BZ 110</td>
<td>Principles of Animal Biology (GT-SC2)</td>
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<td>BZ 111</td>
<td>Animal Biology Laboratory (GT-SC1)</td>
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<tr>
<td>BZ 120</td>
<td>Principles of Plant Biology (GT-SC1)</td>
<td>4</td>
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<tr>
<td>CHEM 103</td>
<td>Chemistry in Context (GT-SC2)</td>
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<td>CHEM 104</td>
<td>Chemistry in Context Laboratory (GT-SC1)</td>
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<td>CHEM 107</td>
<td>Fundamentals of Chemistry (GT-SC2)</td>
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<td>CHEM 108</td>
<td>Fundamentals of Chemistry Laboratory (GT-SC1)</td>
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<tr>
<td>CHEM 111</td>
<td>General Chemistry I (GT-SC2)</td>
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<tr>
<td>CHEM 112</td>
<td>General Chemistry Lab I (GT-SC1)</td>
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<td>FW 104</td>
<td>Wildlife Ecology and Conservation (GT-SC2)</td>
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<td>GEOL 110</td>
<td>Introduction to Geology-Parks and Monuments</td>
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<tr>
<td>GEOL 120</td>
<td>Exploring Earth: Physical Geology (GT-SC2)</td>
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<tr>
<td>GEOL 121</td>
<td>Introductory Geology Laboratory (GT-SC1)</td>
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<tr>
<td>GEOL 122</td>
<td>The Blue Planet: Geology of Our Environment (GT-SC2)</td>
<td>3</td>
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<td>GEOL 124</td>
<td>Geology of Natural Resources (GT-SC2)</td>
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<tr>
<td>GEOL 150</td>
<td>Physical Geology for Scientists and Engineers</td>
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</table>
The objective of the Arts and Humanities requirement is to investigate the forms and implications of individual and collective behaviors, and analysis to study the complex behaviors of individuals and their ties to formal institutions, and the methods by which they are explored. The Arts and Humanities explore expressions that are uniquely human. The Social and Behavioral Sciences use similar methods of description and analysis to study the complex behaviors of individuals and their relationships with others in families, public associations, and cultures.

B. Arts and Humanities (6 credits)
The Arts and Humanities explore expressions that are uniquely human. The objective of the Arts and Humanities requirement is to investigate the cultural character and literatures of human experiences, fundamental questions of value and meaning, and, both in word and beyond words, the symbols and creative expressions of human life. No more than three credits of intermediate foreign language (L*** 200, L*** 201) may be used toward this category.

<table>
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<th>Code</th>
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<tr>
<td>ART 100</td>
<td>Introduction to the Visual Arts (GT-AH1)</td>
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<tr>
<td>ART 200</td>
<td>Media Arts in Context</td>
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<tr>
<td>BUS 220</td>
<td>Ethics in Contemporary Organizations (GT-AH3)</td>
<td>3</td>
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<tr>
<td>D 110</td>
<td>Understanding Dance (GT-AH1)</td>
<td>3</td>
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<tr>
<td>E 140</td>
<td>The Study of Literature (GT-AH2)</td>
<td>3</td>
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<tr>
<td>E 232</td>
<td>Introduction to Humanities (GT-AH2)</td>
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<td>E 236</td>
<td>Short Fiction</td>
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<tr>
<td>E 242</td>
<td>Reading Shakespeare (GT-AH2)</td>
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<tr>
<td>E 270</td>
<td>Introduction to American Literature (GT-AH2)</td>
<td>3</td>
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<td>E 276</td>
<td>Survey of British Literature I (GT-AH2)</td>
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<td>E 277</td>
<td>Survey of British Literature II (GT-AH2)</td>
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<td>ETST 240</td>
<td>Native American Cultural Experience (GT-AH2)</td>
<td>3</td>
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<td>HONR 292</td>
<td>Honors Seminar—Knowing in Arts and Humanities (GT-AH2)</td>
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<td>HONR 392</td>
<td>Honors Seminar</td>
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<tr>
<td>LAND 110</td>
<td>Introduction to Landscape Architecture</td>
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<tr>
<td>LARA 200</td>
<td>Second-Year Arabic I (GT-AH4)</td>
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<td>LARA 201</td>
<td>Second-Year Arabic II (GT-AH4)</td>
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<td>LARA 250</td>
<td>Arabic Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>LCHI 200</td>
<td>Second-Year Chinese I (GT-AH4)</td>
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<td>LCHI 201</td>
<td>Second-Year Chinese II (GT-AH4)</td>
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<tr>
<td>LCHI 250</td>
<td>Chinese Language, Literature, Culture in Translation (GT-AH2)</td>
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<tr>
<td>LFRE 200</td>
<td>Second-Year French I (GT-AH4)</td>
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<tr>
<td>LFRE 201</td>
<td>Second-Year French II (GT-AH4)</td>
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<td>LFRE 250</td>
<td>French Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>LGER 200</td>
<td>Second-Year German I (GT-AH4)</td>
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<tr>
<td>LGER 201</td>
<td>Second-Year German II (GT-AH4)</td>
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<tr>
<td>LGER 250</td>
<td>German Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>LITA 200</td>
<td>Second-Year Italian I (GT-AH4)</td>
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<td>Second-Year Italian II (GT-AH4)</td>
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<td>LJPN 200</td>
<td>Second-Year Japanese I (GT-AH4)</td>
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<td>LJPN 201</td>
<td>Second-Year Japanese II (GT-AH4)</td>
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<td>LJPN 250</td>
<td>Japanese Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>LRUS 200</td>
<td>Second-Year Russian I (GT-AH4)</td>
<td>4</td>
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<td>LRUS 201</td>
<td>Second-Year Russian II (GT-AH4)</td>
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<td>LRUS 250</td>
<td>Russian Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>LSGN 200</td>
<td>Second-Year American Sign Language</td>
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<td>LSGN 201</td>
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<td>LSPA 200</td>
<td>Second-Year Spanish I (GT-AH4)</td>
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<td>LSPA 201</td>
<td>Second-Year Spanish II (GT-AH4)</td>
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<td>LSPA 230</td>
<td>Spanish for Heritage Speakers</td>
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<td>LSPA 250</td>
<td>Spanish Language, Literature, Culture in Translation (GT-AH2)</td>
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<td>MU 100</td>
<td>Music Appreciation (GT-AH1)</td>
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<td>MU 110</td>
<td>Music and Technology</td>
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<tr>
<td>MU 111</td>
<td>Music Theory Fundamentals (GT-AH1)</td>
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<td>MU 131</td>
<td>Introduction to Music History and Literature (GT-AH1)</td>
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<td>PHIL 100</td>
<td>Appreciation of Philosophy (GT-AH3)</td>
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<tr>
<td>PHIL 103</td>
<td>Moral and Social Problems (GT-AH3)</td>
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<td>PHIL 110</td>
<td>Logic and Critical Thinking (GT-AH3)</td>
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<td>PHIL 120</td>
<td>History and Philosophy of Scientific Thought (GT-AH3)</td>
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<tr>
<td>SPCM 100</td>
<td>Communication and Popular Culture (GT-AH1)</td>
<td>3</td>
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<td>SPCM 201</td>
<td>Rhetoric in Western Thought (GT-AH3)</td>
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<tr>
<td>TH 141</td>
<td>Introduction to Theatre (GT-AH1)</td>
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</table>

C. Social and Behavioral Sciences (3 credits)
The Social and Behavioral Sciences use similar methods of description and analysis to study the complex behaviors of individuals and their relationships with others in families, public associations, and cultures. The objective of the Social and Behavioral Sciences requirement is to explore the forms and implications of individual and collective behaviors, their ties to formal institutions, and the methods by which they are studied.
D. Historical Perspectives (3 credits)
The objective of the Historical Perspectives requirement is to engage students in an analytical, chronological study of significant, multi-dimensional human experiences. It should also provide students with a foundation for relating beliefs about the past to aspirations for the future.

<table>
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<tr>
<td>ANHT 100</td>
<td>Introductory Cultural Anthropology (GT-SS3)</td>
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<tr>
<td>AREC 202</td>
<td>Agricultural and Resource Economics (GT-SS1)</td>
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<td>AREC 240</td>
<td>Issues in Environmental Economics (GT-SS1)</td>
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<td>ECON 101</td>
<td>Economics of Social Issues (GT-SS1)</td>
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<td>ECON 202</td>
<td>Principles of Microeconomics (GT-SS1)</td>
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<td>ECON 204</td>
<td>Principles of Macroeconomics (GT-SS1)</td>
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<td>ECON 212</td>
<td>Racial Inequality and Discrimination (GT-SS1)</td>
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<td>ECON 240</td>
<td>Issues in Environmental Economics (GT-SS1)</td>
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<td>EDUC 275</td>
<td>Schooling in the United States (GT-SS3)</td>
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<td>GR 100</td>
<td>Introduction to Geography (GT-SS2)</td>
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<td>HDFS 101</td>
<td>Individual and Family Development (GT-SS3)</td>
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<td>HONR 492</td>
<td>Honors Senior Seminar</td>
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<td>JTC 100</td>
<td>Media in Society (GT-SS3)</td>
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<tr>
<td>POLS 101</td>
<td>American Government and Politics (GT-SS1)</td>
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<td>POLS 103</td>
<td>State and Local Government and Politics (GT-SS1)</td>
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<td>PSY 100</td>
<td>General Psychology (GT-SS3)</td>
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<td>PSY 152</td>
<td>Science of Learning</td>
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<td>SOC 100</td>
<td>General Sociology (GT-SS3)</td>
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<td>SOC 105</td>
<td>Social Problems (GT-SS3)</td>
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<td>SOWK 110</td>
<td>Contemporary Social Welfare (GT-SS1)</td>
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<tr>
<td>SPCM 130</td>
<td>Relational and Organizational Communication (GT-SS3)</td>
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<tr>
<td>WS 200</td>
<td>Introduction to Women's Studies</td>
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E. Global and Cultural Awareness (3 credits)
The objective of the Global and Cultural Awareness requirement is to engage students in the study of particular cultural identities, explore the interactions among these cultural identities, and consider the ways in which these patterns of interaction are related to the larger global context in which they take place. Courses listed in this category may have been approved as meeting Arts and Humanities, Historical Perspectives, or Social and Behavioral Sciences in the GT Pathways statewide transfer program, (http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html) but they do not fulfill any of those categories of the AUCC. They only satisfy category 3E, Global and Cultural Awareness, in the AUCC.

<table>
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<tr>
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<tbody>
<tr>
<td>AGRI 116</td>
<td>Plants and Civilizations (GT-SS3)</td>
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<tr>
<td>AGRI 270</td>
<td>World Interdependence-Population and Food (GT-SS3)</td>
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<td>AM 250</td>
<td>Clothing, Adornment and Human Behavior (GT-SS3)</td>
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<td>ANTH 200</td>
<td>Cultures and the Global System (GT-SS3)</td>
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<td>E 142</td>
<td>Reading Without Borders (GT-AH2)</td>
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<td>E 238</td>
<td>20th-Century Fiction (GT-AH2)</td>
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<td>E 245</td>
<td>World Drama (GT-AH2)</td>
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<td>ECON 211</td>
<td>Gender in the Economy (GT-SS1)</td>
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<td>ETST 100</td>
<td>Introduction to Ethnic Studies (GT-SS3)</td>
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<td>ETST 205</td>
<td>Ethnicity and the Media (GT-SS3)</td>
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<tr>
<td>ETST 253</td>
<td>Chicano History and Culture (GT-HI1)</td>
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<td>ETST 256</td>
<td>Border Crossings: People/Politics/Culture (GT-SS3)</td>
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<td>HONR 293</td>
<td>Honors Seminar—Knowing Across Cultures (GT-SS3)</td>
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<td>HORT 171</td>
<td>Environmental Issues in Agriculture (GT-SS3)</td>
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<tr>
<td>IE 116</td>
<td>Plants and Civilizations (GT-SS3)</td>
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