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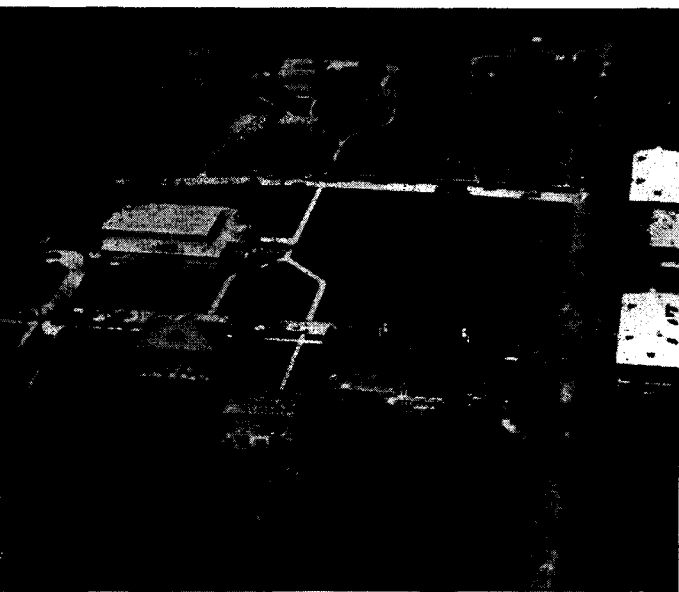
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of ~~General~~ Bulletin

# *University of Minnesota, Morris*

## 1963-1965



Aerial and  
Campus Views

# Bulletin

# *of the UNIVERSITY of MINNESOTA*

## How To Use This Bulletin

This bulletin is the official source of information about the University of Minnesota, Morris. The general plan of the bulletin is outlined below.

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BULLETIN OF THE UNIVERSITY OF MINNESOTA

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## FOREWORD

A unique educational opportunity awaits the student on the campus of the University of Minnesota, Morris—the opportunity to develop the latent resources with which each person is endowed. This is done with the assistance of a carefully selected academic and extracurricular program, a distinguished faculty, and a unique program of individual counseling.


The University of Minnesota, Morris is an integral and co-ordinate part of the University of Minnesota. It conforms to the high standards of academic excellence that the University maintains in its other colleges and campuses. It adheres to the standards of staffing comparable to those elsewhere in the University and offers similar though not necessarily identical courses as offered in other colleges of the University.

Its program has been developed within the liberal arts concepts of a broad, quality, academic curriculum, and it is dedicated to the development of the individual student in the broad areas of liberal arts. Provisions for teacher preparation at the secondary teaching level are provided.

The liberal arts education is the study of creative literature, humanities, the social sciences, sciences, and the arts. The academic experiences coupled with the extracurricular offerings provide the springboard to a rewarding and satisfying life's work in business, industry, education, or in the home.

The University of Minnesota facilities at Morris have been in operation since 1910 when the West Central School and Experiment Station started operation. The collegiate program was inaugurated in 1960 and will complete the first 4-year program in 1964.

The University of Minnesota, Morris welcomes visitors and requests for more detailed information regarding its educational programs.

A handwritten signature in cursive script, reading "Rodney A. Briggs". The signature is written in dark ink and is positioned above the printed name of the Dean.

RODNEY A. BRIGGS, Dean

# *University of Minnesota, Morris*

## **I. General Information**

Established in 1851 by an act of the Minnesota Territorial Legislature, the University of Minnesota is an autonomous body governed by a Board of Regents elected by the Legislature, which enacts laws governing the institution, controls expenditures, and acts upon all staff changes.

The president of the University is ex officio president of the Board of Regents. He is directly responsible to the board as chief executive officer of the University.

The University of Minnesota, Morris became a co-ordinate college of the University of Minnesota by action of the regents on October 31, 1959. Responsibility for administration of the University of Minnesota, Morris rests in the hands of a dean, who reports directly to the president of the University.

**General Education Program and Objectives**—The general education program, as approved by the University of Minnesota, Morris, was planned to develop the knowledge, attitudes, abilities, and appreciations considered desirable in the mature individual. It is also intended to achieve the major objectives of general education endorsed by the University Senate in May, 1944, for the University as a whole. The following list is adapted from the Senate statement. General education should enable the student to:

1. Develop the ability to think critically and constructively.
2. Grasp and express ideas effectively.
3. Adjust to the present and changing conditions of our society.
4. Enhance personal and community health.
5. Prepare intelligently for a satisfying family life.
6. Participate in civic affairs as an active, responsible, and informed citizen.
7. Understand our natural environment and the effect of science on human welfare; understand and appreciate the scientific method and use it in the solution of concrete problems.
8. Appreciate literature, art, music, and other cultural activities as a means of richer living.
9. Develop a sense of personal integrity.
10. Discover an appropriate and satisfying life work.

## **ADMISSION REQUIREMENTS**

A person seeking admission to the University of Minnesota, Morris should check the admission requirements detailed on the pages that follow. They apply to students seeking admission on the basis of a high school diploma, by special examination, or through transfer from another college.

Students desiring an application form may obtain it from their high school principal or by writing to the Admissions Office, University of Minnesota, Morris, Morris, Minnesota.

### **Freshman Admission**

Minnesota high school graduates who have college aptitude ratings of 40 or higher will be considered for admission. The college aptitude rating is the average of the high school percentile rank and the Minnesota Scholastic Aptitude test percentile rank.

High school students not meeting the required college aptitude rating may be considered for admission on the basis of recommendation by high school principals or counselors, results of counseling, ACT results, or by special testing at the University of Minnesota, Morris.

Freshman applicants are required to take the American College Test (ACT). (Freshmen who have not taken the ACT will be administered the test during Freshman Orientation Week for a fee of \$4 per student.)

### **Admission with Advanced Standing**

If a student has finished a year or more of work at an accredited college or university he may, if admitted, enter with "advanced standing"—that is, with credit for appropriate courses satisfactorily completed. Well-qualified students who would be aided by a statement of provisional admission in advance of their termination at another college are invited to submit an indication of work done and programmed, along with a request for such consideration.

Applicants who have attempted any college study, satisfactory or unsatisfactory, must submit official transcripts covering all work taken, *from every school attended*. They should make application and have all transcripts and a record of honorable dismissal on file with the Admissions Office *more than a month before the beginning of the quarter they wish to enter*.

Grades earned in other colleges will carry the appropriate grade points, provided the courses are accepted by the University of Minnesota, Morris. Failures in acceptable courses from other colleges will be transferred along with credits of passing grade.

Applicants who have had less than a year of college work must meet all requirements for entrance from high school and file their college records as well.

### **Admission of Nonresidents of Minnesota**

The University of Minnesota, Morris will receive the applications for admission of non-Minnesotans who have above-average promise, superior high school or college records, and special interest in this University. However, this implies no commitment to such applicants. Freshman applicants are also required to take the tests of the American College Testing program. College Entrance Examination Board test scores are requested when available. Since individual consideration by the faculty concerned is usually involved, any nonresident should apply promptly, i.e., *more than a month in advance of the desired entrance date*. See also section on Cost Information.

### **Admission as an Adult Special Student**

Men and women who want individual courses or groups of courses to meet special personal needs may be considered for admission as "adult special" students. Usually these students are 21 years of age or older, of mature experience, or have Bachelors' degrees. Persons so applying are not candidates for degrees, though they may later seek candidacy after conferring with the appropriate department head. Restrictions on admission of nonresident undergraduate students apply to admission of adult special students.

### **Admission by Examination**

A person 19 years of age or older, whether a graduate of a Minnesota high school or not, may apply for admission by examination. In most instances these tests are of the "objective" type and measure general aptitude for college work rather than knowledge of specific subject matter areas. Inquiries about procedures to follow should be directed to the Admissions Office.

Some persons under 19 years of age who have not graduated from high school may be admitted under a plan approved by the University, the Minnesota Council of School Executives, and the Minnesota High School Principals' Association. Such persons must be sufficiently mature to promise ready adjustment to university life and work and they must present outstanding high school records. Formal application, including letters of recommendation from the school principal and parents, is made to the Admissions Office. Personal interviews and comprehensive testing are also required.

All persons applying for entrance by examination should apply *more than a month in advance of the quarter they expect to enter.*

### **Transfer from One College to Another**

A University of Minnesota student who wants to change from one college, school, or campus to another must meet the requirements of the second. Application for transfer should be made at the Office of Admissions and Records on the campus where the student is currently or was last registered. This office aids in such changes by securing clearances, appointments for counseling, re-evaluation of credits, and in other ways. Students should apply to the appropriate office as far in advance as possible of the actual date of transfer.

## **REGISTRATION**

### **Registration Procedures**

1. Students will obtain complete registration instructions from the Admissions Office.
2. Students new to the University of Minnesota, Morris must take:
  - a. Academic achievement and guidance tests during Orientation Week. Students with advanced standing may have completed some of these requirements during the application process and only the remaining items must be completed during Orientation Week. Results of these tests are used by the student and his adviser in program planning.
  - b. The health examination. Appointments are made at the time of registration.
3. New students entering in the fall who have not attended a college previously will come to the University of Minnesota, Morris for 4 days of orientation and completion of registration. These dates are September 18-21 for the 1963-64 academic year. New students with advanced standing will be required to attend the portion of Orientation Week needed by them. These students are requested to find out the exact hours and days they are expected to be in attendance.
4. Applications from new students with advanced standing should be received by or before August 15, 1963, and at least 1 month before the beginning of winter and spring quarters. This time is deemed necessary for proper preparation for the student's registration for classes. New students without previous college attendance are advised to allow 1 month before the beginning of each quarter in submitting their applications.
5. Students who have been previously enrolled at the University of Minnesota, Morris will register or complete their registration on September 19 for the fall quarter 1963.
6. Students enrolling after the official registration day of each quarter shown in the college calendar must pay a late registration fee. The deadline for completed

registration is the end of the second week that classes are held of the fall, winter, or spring quarters. Registration is not complete until fees are paid.

7. A student will receive credit only in those courses for which he is properly registered. Accurate registration and fulfillment of credit and course requirements are the student's responsibility. A student's record is available for his review in the Records Office.

### Nonresident Students

Nonresident tuition fees will be charged students whose permanent homes are outside Minnesota, or who have not lived in permanent homes in Minnesota for at least a calendar year prior to first registration at the University of Minnesota, Morris. "Permanent" means family home, or home established for a purpose other than attendance at college.

Initial classification of a student as a nonresident, however, does not prevent his reclassification at any time he meets residence requirements.

If there is a question about residence classification, it is the student's responsibility to apply to the director of student services for consideration of his status.

### Change in Registration

Careful, accurate planning is essential to academic progress and will eliminate many problems. If it becomes necessary to change a course after completing registration, the student must obtain a cancel-add form from the Records Office and then seek the approval of his adviser and his instructor. Courses may not be added after the second week of the quarter. A course dropped after the sixth week is recorded as canceled (W) or failed (F) in accordance with status in class. The current *Class Schedule* contains the latest information on courses, periods, and room assignments.

### Canceling Out of College

If a student wishes to cancel out of college during a quarter or plans not to return in the succeeding quarter he should report to a counselor or the director of student services to discuss any financial obligations, to cancel courses for the current or succeeding quarter, and generally to clarify his relationship with the University. The student probably will want to discuss his academic standing and possibilities of return or transfer, grades to be awarded, wisdom of the decision to cancel, financial needs, job placement, or other considerations.

### Credit Loads

A full-time student must take at least 12 credits of work each quarter, but no more than 18, including extension and all other courses. To take fewer than 12 or more than 18 credits requires approval from the adviser and from the secretary of the Scholastic Committee.

### COST INFORMATION

All University fees are subject to change by the Board of Regents.

The approximate cost of attendance for a Minnesota resident living on campus is \$1,050 per year. This includes tuition, board, room, fees, books, and supplies. Additional student costs would be personal expenses, such as recreation, clothes, travel, etc.

Following is an example of a student's total cost for 1 quarter if he lives on campus with a 7-day board and room contract. (5-day board contracts are also available.)



	<i>Resident</i>	<i>Nonresident</i>
Board and Room .....	\$ 210.00	\$ 210.00
Tuition .....	80.00	220.00
Incidental Fee .....	20.00	20.00
Student Health Insurance .....	6.15	6.15
Textbooks .....	33.85	33.85
	<hr/>	<hr/>
Cost per quarter .....	\$ 350.00	\$ 490.00

The following sections on fees designate the fixed costs.

### Fees (per quarter)

<i>Tuition, full-time student, 12 credits or more</i>		
Resident .....		\$ 80.00
Nonresident .....		220.00
<i>Credit hour fee, less than 12 credits</i>		
Resident .....		6.75
Nonresident .....		18.50
<i>Incidental fee</i> .....		20.00
<i>Student Health Insurance</i>		
Single contract .....		6.15
Family contract .....		31.50

### Special Fees

Advanced Standing Examination Fee—\$5

Special Examination Fee—\$5

Privilege Fee—Students registering or paying fees later than the date designated by the University will be required to pay late-registration fee. During the academic year, the fee for late payment is \$3 through the first week of classes, \$5 during the second week, and \$10 thereafter.

Course Fees—Students enrolled in chemistry courses are required to make a deposit of \$10 for a chemistry breakage card.

Physical Education—A towel and equipment fee with a maximum of \$2 per quarter will be charged for physical education courses and participation in campus organized intramural activities.

Music Fees—Students enrolled in private music will pay a fee of \$30 per quarter. Those enrolled in group music will pay a fee of \$15 per quarter.

The following courses require payment of fees as indicated (in lieu of tuition):

Engl X, Preparatory English—\$21 per quarter

Math X, Preparatory Mathematics—\$21 per quarter

Math 8, Solid Geometry—\$21 per quarter

### Incidental Fee

The incidental fee for all students who are taking 6 credits or more is \$20 per quarter. Students taking less than 6 credits may have the option of paying the incidental fee and sharing the privileges of the fee which includes health service, convocations, student activities, and athletic events.

### University Health Service Fee

Blue Cross—Blue Shield (per quarter) .....	\$6.15 Single Coverage
Blue Cross—Blue Shield (per quarter) .....	\$31.50 Family Coverage

### Refunds

If a student cancels registration before 6 weeks of any quarter have passed, the student is entitled to a refund of tuition, incidental, and course fees based on the following provisions. Students who have not attended any class may obtain full refund provided they apply before the end of the first week. Where a student has attended classes and the student officially cancels within the first week, 90 per cent refund; within the second, 80 per cent; third, 70; fourth, 60; fifth, 50; sixth, 40. After the sixth week, there is no refund. The Records Office will certify the dropping date which will determine the amount of refund. The student should bring his receipted fee statement to the Business Office when seeking a refund.

### Payment of Fees

Students must pay all fees before the first day of classes in order to avoid a late payment penalty. Class attendance will not be allowed beyond the second week of the quarter without payment of fees. See *Special Fees* section for late payment charge.

### FINANCIAL AIDS

This program is designed to give financial assistance to needy and worthy students and to give help and advice with budgeting and financial problems. It is based upon the premise that successful college students should not be compelled to interrupt college training for financial reasons.

All scholarships, loans, and on-campus part-time jobs awarded are based on the financial need of the individual.

### All-University Scholarship Funds

Recipients of all-University scholarship funds may use the funds on any of the four campuses of the University. Freshmen must make application by December 15 of the year preceding the fall quarter they wish to begin college in order to be eligible. To be eligible, a freshman must:

1. Be graduated in the upper one-fourth of the class from an accredited Minnesota High School.
2. Meet the criteria for admission to the University of Minnesota.
3. Be a resident of Minnesota and a citizen of the United States.

Application forms may be obtained from the high school principal or by writing to the Admissions Office, University of Minnesota, Morris, Morris, Minnesota.

### University of Minnesota, Morris Scholarship and Grant-in-Aid Funds

There are a number of such funds available, including the following individual scholarship funds: Agralite Corporation, American Legion, Farmers Union (ABC), KCMT-TV of Alexandria, Kiwanis Club of Morris, Lions Club of Morris, Runestone Electric of Alexandria, and Stevens County Bankers Association.

In addition there is the General Scholarship fund supported by such donors as the following: AAUW—Morris Branch, Bridge Marathon of Morris, Citizens Bank of Morris, Dollars for Scholars, Farmers Union Grain Terminal of Morris, First Federal Savings and Loan of Morris, 4-H Clubs of Stevens County, Golden Cream Dairy of Morris, Honorariums received by University staff members, Juergenson Super Valu of Morris, Junior Chamber of Commerce of Morris, Messiah Concert Committee,

Morris Study Club, Morris Teachers Association, PTA groups from Morris and surrounding towns, Stevens County Federation of Women's Clubs, Veterans of Foreign Wars—Morris Post, Veterans of Foreign Wars Auxiliary—Morris Post, and WSCA Alumni.

Freshmen who have applied for all-University scholarship funds need not reapply to be eligible for consideration for University of Minnesota, Morris scholarships. A single application will suffice for consideration for both funds.

Freshmen must make application by December 15 of the year preceding the fall quarter they wish to begin college in order to be eligible. The same eligibility for these funds is required as for all-University scholarship funds.

Students with advanced standing may apply for University of Minnesota, Morris scholarship funds by obtaining an application blank from the Admissions Office, University of Minnesota, Morris, Morris, Minnesota.

### **Loans**

The University of Minnesota, Morris participates in the National Defense Student Loan program. A farmers Union ABC Loan Fund has also been established. Good scholarship and a clear-cut need for financial assistance must be demonstrated on the application form. For further information and loan application forms, contact the Admissions Office.

### **Part-Time Employment**

Part-time jobs are available, both on and off campus. Students are encouraged to start their college careers with outside support or savings, in order to get a good start in classwork. If it is necessary for a student to work part-time, application should be made to the Admissions Office.

## **COLLEGE REGULATIONS**

### **Class Attendance**

Every student is responsible for attending classes regularly. All departments hold students responsible for work of the course, but differ somewhat in treatment of absences. The student must therefore learn the policy of his particular instructor and, if he has legitimate excuse for absence such as illness, arrange for making up work missed.

### **Credits**

Amount of work is expressed in quarter credits. Each credit demands, on the average, 3 hours a week of a student's time; that is, 1 hour recitation with 2 hours of preparation, or 3 hours of laboratory work. A normal course load is 15 credits.

### **Grades**

The policy of the University of Minnesota as to grades is as follows:

1. There are four permanent grades, A (highest), B, C, and D (lowest), which shall be acceptable for the completion of a single course.
2. A permanent grade of F (failure) is given when the student does not successfully complete the work of a course.
3. A temporary grade of I (incomplete) may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course

or if the instructor does not know why a student, officially registered for his course, has not appeared or has terminated. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F is the appropriate grade.

A grade of I which is not turned into a permanent grade or into a W (official cancellation) by the end of the sixth week of the next regular quarter of attendance shall become an F. Permission to complete the work must be obtained from the instructor. He may set a make-up deadline of less than 6 weeks.

An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of I and the completion of the required work is considered as a special examination for which the special examination fee is required.

4. A symbol W indicates official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes, irrespective of the student's standing. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the supervisor of records on the basis of the student's registration status.

5. A student who cancels officially, or otherwise leaves a class, after the sixth week of classes and is failing at the time shall receive an F.

6. A symbol X may be reported in continuation courses in which a student is permitted to continue but in which a grade cannot usually be determined until the sequence is completed. The instructor shall submit a grade for each X when the student has completed the entire sequence.

7. A symbol T (transferred) indicates credits transferred from another institution, or from one college to another within the University, when a reevaluation is required. It shall be posted as a preceding supplement to the original grade.

8. A registration symbol V (visitor) indicates registration as an auditor or visitor.

### Grade Points

Quality of work is indicated by grade points. Grade points are assigned to the several permanent grades to assist in determining a C average, required for graduation. Grades carry the following grade points:

Each credit of A .....	4 grade points
Each credit of B .....	3 grade points
Each credit of C .....	2 grade points
Each credit of D .....	1 grade point

The symbols I, W, X, and V, being registration symbols, do not carry grade point value.

### Grade Point Average

Grade point average—the scholastic average—is the sum of grade points divided by the sum of credits passed and failed. In general, all credits must enter into the grade point average. If a course is repeated, both grades enter into the computation of the grade point average. A grade point average of 2.00 (C average) is the minimum standard required for work leading to the Bachelor's degree.

## Classification of Students

A student with less than 40 credits is classified as a freshman. A student with 40 to 83 credits is a sophomore. Junior standing requires a minimum of 84 credits. A student with 135 or more credits is a senior.

## Examinations for Credit

Credit for achieved knowledge comparable with specific content of University courses may be obtained by special examination. A student desiring credit and believing he has equal knowledge with other students successfully completing a course, should request from the Records Office the application form to take a special examination.

Examinations for credit shall be without fee if taken during the student's first quarter in residence or the first quarter after an absence of a year or more. Otherwise a fee of \$5 shall be charged. In either case, the credit by examination shall not count as residence credit.

A student must do at least C quality work on the examination to earn credit. A notation shall be placed on the official record showing the course and credits earned. The Scholastic Committee shall determine eligibility to receive credit and grade before the examination is scheduled and before the special fee is paid. If a grade is assigned, it shall count on the grade point average. If a student should fail to do at least C quality work on the examination, no notation shall be made on the record.

To get a special examination for credit scheduled, a student will take the application form to the department concerned for approval. The application will be forwarded to the Scholastic Committee and the chairman of this committee will contact the instructor concerned. The instructor will notify the student of the scheduled hour for the examination and the student will pay the \$5, if required, at the Business Office before taking the examination. The instructor will report the results on the Special Examination Form to the Records Office for recording on the official record.

Students may obtain complete information concerning special examinations in the Admissions and Records section of the Records Office.

## Examinations to Show Proficiency

If a student believes he has not been properly placed in a sequence of courses, he may apply to the appropriate department and faculty for a proficiency examination. He may also make such application if he believes he possesses sufficient competency to be exempted from prerequisite courses.

Examinations for proficiency require no fee and yield no credit or grade. They may be taken at any time. If the student's work is of passing quality, a notation shall be made on his official record, indicating that the course has been satisfied by proficiency examination.

## Final Examinations

The examination week is part of the regular school year and must be taken into account by the student in planning for any other activities or work outside of school hours. The final examination schedule for each quarter at the University of Minnesota, Morris is distributed to all instructors and departments and to the student newspaper and is posted conveniently in all college buildings. Students are expected to know the times for their own final examinations and attend the examinations as scheduled. Only a conflict between examination times or a schedule of 3 or more examinations in 1 day will entitle a student to seek adjustment of his examination program. Under these circumstances he should confer with a representative of the Scholastic Committee or of the Records Office. Otherwise, a student missing a final examination receives an F in that course.

### Probation

Students may be placed on academic or nonacademic probation according to rehabilitation needs at the time probation status is established. The Scholastic Committee concerns itself with academic probation and the rules covering this status are:

1. Students who are admitted through an exception to the admission standards (as in the case of those students admitted through counseling) may be placed immediately on final probation at admission.
2. First probation—a student will be placed on first probation immediately following the first quarter that his cumulative grade point average drops below 2.00 (C average).
3. Final probation—a student will be placed on final probation immediately following the second consecutive quarter in which his grade point average remains below 2.00 (C average). Any student on final probation will have his grades reviewed by the Scholastic Committee each quarter. At such time a decision will be made by them as to whether he will be allowed to continue on final probation, temporarily excluded, or dropped. It should be pointed out that being placed on final probation does not in itself imply that a student will be dropped the following quarter. Many students are continued on final probation for a number of quarters, until such time as the cumulative grade point average exceeds 2.00 (C average).

Students may be placed upon nonacademic probation by the Student Behavior Committee or by the administration. Rehabilitation of the student is the first consideration for such action. Consideration is also given to the welfare of other students and the institution.

### Exclusion from College

1. *Dropped for Low Scholarship.* A student on probation who fails to meet the terms of his probation may be dropped.
2. *Discontinued.* If a student is pursuing an appropriate course but is handicapped by conditions he cannot control, such as ill health, necessary outside work, etc., he may be required to discontinue his registration until these conditions have improved. When discontinuance takes place at any time other than the end of the quarter, the courses for which he is registered may be recorded as canceled without grade.
3. *Suspended.* Sometimes a student's scholastic difficulty indicates that he should not continue for the time being even though the record does not require drop action. In such case, his later return must be approved by the Scholastic Committee.
4. *Dropped for Improper Behavior.* In addition to being dropped for low scholarship, a student may also be dropped for behavior inappropriate to his responsibilities as a citizen of a college community.

### Readmission to College

A student excluded from UMM under provisions of 1, 2, or 3 above is allowed to return only with the permission of the Scholastic Committee. A student excluded from UMM for improper behavior is allowed to return only with permission of the Student Behavior Committee.

A student classified as discontinued must present evidence that the conditions which hinder his work have been remedied.

A student who has been dropped or suspended from college during fall or winter quarters may petition for readmission at the beginning of the following academic year. A student may be advised to remain out of college for 1 full year if deemed in his best interest.

A student excluded from UMM and who plans to apply later for readmission and anticipates taking General Extension courses or work at another college should seek advice in the Counseling Office concerning the work to be taken. Approval and evaluation of such courses will be considered prior to his readmission.

A student who returns under the provision of the preceding paragraphs will be placed on scholastic or nonacademic probation. He may be dropped at any time his work or behavior is unsatisfactory.

### **Audited Courses**

The privilege of admission to class as an auditor is usually granted only to students of junior or senior status and to adult special students. The same registration procedure is followed and the same fee charged as for courses bearing credit.

Auditors normally do not take the class examinations, and no grade is recorded. The registration symbol "V" is recorded. Courses which have been audited may not be taken later for credit.

### **Courses Without Credit**

Under certain circumstances a student may register for a course without credit with the permission of the Scholastic Committee. This enables the individual to participate in class activities to an extent agreed upon in advance with the instructor. The usual arrangement when permission is granted is for full participation with a final grade recorded on the permanent record, but the credits and grade points do not count in computing grade point averages in the University. The procedure is particularly useful for returning students when they wish to repeat a course for review.

### **Repeating a Course**

A student may, without special permission, repeat a course in which he has failed and both the old and new grades will then stand on the record. The student need not repeat the failed course unless it is a prerequisite to other courses he wishes to take or is required for graduation. A student may not, without permission of the Scholastic Committee, repeat a course for which he has already received credit.

### **Honor Case Commission**

A student-directed "honor system" is active on the Morris Campus which concerns itself with any and all forms of academic dishonesty, such as cheating and plagiarism. An Honor Case Commission consisting of 4 students and 2 faculty members constitutes the reviewing authority. Violations are reported to the commission by students or faculty and each case is individually studied and judged.

### **The Scholastic Committee**

The Scholastic Committee is a committee of the faculty charged with the development, interpretation, and enforcement of academic regulations. It may authorize exceptions within the basic spirit of the regulation when the usual policy would work to the educational disadvantage of a particular student. To be considered for exemption from a regulation, the student must turn in a written petition to the secretary of the Scholastic Committee. Several days should be allowed to process the request.

The committee is composed of six members of the faculty, with a representative of the Counseling Office serving as administrative secretary.

### **Committee on Student Behavior**

The Committee on Student Behavior is charged with the responsibility of dealing with student behavior problems that do not come under the jurisdiction of the Honor Case Commission.

Committee actions are aimed at rehabilitating the student and protecting the standards of the University of Minnesota, Morris. The committee has authority to place students on disciplinary probation, to recommend failure in courses involved, to recommend suspension from college, or to take other action which seems justified under the circumstances.

This committee is appointed by the dean and consists of 4 faculty members, one of whom is appointed as chairman, and 2 students. A member of the Counseling Office serves as a consultant to the committee.

### **Petition for Exemption from a University Regulation**

The faculty expresses its judgment concerning the best procedures for most students through the college regulations. These are, in most cases, general statements giving the student an opportunity for certain choices. Occasionally a student may find that even with the choices open to him the regulations appear to work to his educational disadvantage. In this event he may petition the Scholastic Committee for an exemption.

Petition forms are issued in duplicate, and when completed should be returned to the secretary of the Scholastic Committee. They should contain a clear statement of the reason for the petition. Each petition must have the signature of the student's faculty adviser.

A copy of the decision will be sent to the student and to his adviser.

## **ADVISEMENT AND COUNSELING**

The student advisement program is aimed at helping a student achieve maximum benefit from his college experience. Essential elements of the student advisement program are the orientation program, the aptitude testing program, and educational and vocational planning with the faculty adviser and the counseling office.

**Summer Preregistration**—All students having gained admission and not having attended college previously are required to participate in a 1-day program planning and preregistration session. Discussions of program planning, course selection, student life, the planning of a tentative first-year class schedule, and an individual interview with a counselor are included in the day's activities.

Fall quarter freshmen will be able to select from a list of available dates during the months of August and September the day most convenient for them to attend this 1-day session. The Counseling Office will contact the student and make arrangements for a specific date.

In lieu of attending the summer orientation meeting, students transferring from other colleges are requested to write to the Counseling Office for an individual appointment. This appointment should be held 1 month or more before the beginning of the quarter.

**Orientation Week**—An orientation program is conducted for all new students during the week which precedes the beginning of fall quarter classes. All students who have not previously attended the University of Minnesota, Morris are required to attend. (Transfer students are required to attend only the sessions concerned with registration.)



Orientation week is designed to familiarize new students with the policies, facilities, and curriculum of the University of Minnesota, Morris. It is at this time that each student selects his courses for the fall quarter and makes tentative course selection for at least his first year. Availability of faculty advisers and counselors helps to insure appropriate course selection for each individual.

**Faculty Adviser**—Upon admission to the University of Minnesota, Morris a student is assigned a faculty adviser. A prime responsibility of the faculty adviser is to assist the student each quarter with the selection of appropriate courses. He is also the initial contact for any problem the student might have. The faculty adviser co-ordinates very closely with the counseling staff to insure accurate educational planning for the student.

**Counseling**—One of the effective student services on campus is the availability of professional counselors for student use. By utilizing aptitude and interest test data and closely co-ordinating with the faculty, the counselor is able to assist the student in solving problems relating to educational, personal, and vocational development.

Summer orientation, orientation week, faculty advisers, small classes with personal attention from professors, and individual counseling combine to offer the student the maximum in individual assistance. The primary aim of the University of Minnesota, Morris is to assist each individual to function to his maximum potential educationally, personally, socially, and vocationally.

## CAMPUS FACILITIES

The University of Minnesota facilities at Morris consist of a tract of land of approximately 856 acres. Of this, about 40 acres are devoted to the campus area. The campus is located near downtown Morris, yet is free of congestion. Beautiful ever-green and deciduous trees, as well as smaller plantings and flowers beds, make the campus one of the attractive scenic spots of western Minnesota.

Morris Campus facilities include:

**Administration**—Houses the dean's office, the admissions office, and the counseling office.

**Edson Hall**—Named in honor of the late Allen W. Edson, superintendent of the West Central School and Experiment Station from 1947-1958. This building houses the records office, library, auditorium, business office, reading room, and theatrical staging area.

**Engineering Building**—The south wing of this building houses the temporary chemistry laboratory. The building also contains upstairs classrooms and offices.

**Food Services**—The dining area for resident students is located on the first floor. A commuters' lounge and student center, "Louie's Lower Level," is located in the basement.

**Greenhouse**—A greenhouse with a glass area of 20' x 50' is available for the study of plants.

**Gymnasium**—The building contains locker and shower facilities for men and women, staff offices, team training quarters, swimming pool, and basketball court. It is located adjacent to two athletic fields.

**Health Service**—This facility is equipped with examination facilities, a dispensary, and a nurse's office.

**Heating Plant**—A large central heating plant furnishes heat for all the buildings in the educational group. A system of underground tunnels carrying services connects buildings on campus.

*Humanities and Social Sciences*—This building has a lecture-demonstration auditorium (seating 230) plus numerous classrooms of various sizes. Faculty offices are located on each floor. It houses the student post office, the bookstore, and language laboratory.

*Junior and Senior Halls*—Residence quarters for men. Each double room is equipped with modern furniture.

*Music Hall*—This building contains large practice rooms for band and choral groups, individual practice rooms, offices, and storage rooms.

*Science Building*—Built in 1954, this building is for laboratory and classroom use. It provides temporary housing for biology and zoology.

*Science Office Building*—Temporary. Provides office facilities for faculty members.

*Spooner Hall and Women's Residence Hall*—Residence quarters for women. Each double room is equipped with modern furniture.

*Student Activities Center*—A suite of rooms providing office and lounge facilities for student organizations and activities.

Other buildings on the University of Minnesota, Morris Campus are devoted to research activities and include barns, livestock shelters, machinery and grain storage, and living quarters for herdsman. These facilities and the resulting research activities also form an integral part of the educational needs of western Minnesota. Although dealing primarily with the farm population, the research and demonstration projects have far-reaching economic effects on the entire population of this area.

## Library

The Morris Campus Library has a rapidly growing collection of resource books, magazines, newspapers, and periodicals. As part of the University of Minnesota, the Morris Campus Library has access to resources totaling more than 2,000,000 volumes. The nearby Morris Public Library is also a convenient resource for many necessary books.

The library occupies two floors in the north wing of Edson Hall. The first floor reading room has open shelves and allows for informal study. The second floor reading room contains the reference and periodical collections, as well as the card catalogue.

The library collections are built around the curricular offerings and are broad enough to encourage individual study and recreational reading. A competent professional staff is available to help interpret the collection and give reference and bibliographical assistance.

## Health Service

The University Health Service has a nurse on duty from 8 a.m. to 5 p.m., Monday through Friday of each week when classes are in session.

Consultation service is available for any student. There is no limit to the number of visits a student may make. Services include physical examination, immunization, care of illness, and laboratory tests.

Emergencies and illnesses requiring doctor's care should be reported to the Health Service. In case of emergencies during off hours, students should go directly to a hospital emergency room. Students are required to have adequate hospitalization insurance. A low-cost group plan, through Blue Cross, is available to students through the University.

Excused absences due to illness must be secured from the Office of Student Services. Verification of the excuses will be supplied by the Health Service and/or physician.

### **Bookstore**

The University Bookstore, stocked with all required textbooks and necessary school supplies, is located on campus in the Humanities Building. The University Bookstore is a nonprofit, self-supporting unit and operates on a self-service basis. A book exchange is operated to enable students to dispose of their used textbooks.

## **LIVING ACCOMMODATIONS**

Students whose homes are away from Morris, if not commuting, will reside in University of Minnesota, Morris residence halls or in University-approved private homes in Morris.

### **On-Campus Housing**

Four residence halls are available. All students who have applied for admission and received notice of acceptance are eligible to apply for room reservation. To obtain rooms, contract reservations should be made in advance as soon as possible. These contracts are made for the academic year. Requests for board and room rates and for reservation should be addressed to the Admissions Office, University of Minnesota, Morris. A \$25 deposit should accompany application for on-campus housing. This deposit will be deducted from the first month's room and board account. Reservations are official only when a signed contract plus the \$25 deposit is received. A refund of \$25 will be given upon cancellation provided notification is received by the business manager 2 weeks before the beginning of the quarter.

Each residence hall has a large lounge and TV area. Meals for resident students are available in the food services building. A snack bar serves lunches and short orders for students throughout the day and evening.

**Housing for Women**—Two women's residence halls on campus are available. All rooms are furnished with beds, chairs, and a desk. Bed sheets and necessary blankets are also supplied. Students must furnish towels, personal necessities, bed spreads, lamps, and extra blankets if desired.

**Housing for Men**—Two residence halls are available for men. All rooms will be furnished the same as those for women.

### **Off-Campus Housing**

Facilities are available for men or women who desire to live off campus. All unmarried students under 21 years of age living off campus must dwell in University-approved housing. Listings of off-campus housing are kept in the Admissions Office.

If a student selects a residence not approved by the University, approval by the University must be obtained before occupancy. Prices range from \$17 to \$25 per month per person.

Students selecting approved facilities in private homes should satisfy themselves that the room is acceptable for the school year. Housing regulations provide that the students must give 1-month notice before the end of each quarter if they wish to relocate. Room payment to householders is paid 1 month in advance. To live in an apartment, single women students under 21 years of age must have the approval of the Admissions Office. Women students living in private rooms, rooming houses, or apartments are expected to follow hour regulations established for the University women's residences.

## STUDENT ACTIVITIES

Recognizing the importance of human relationships in the all-around growth of an individual, the University encourages activities which stimulate individual expression and development. It is important that students realize that instruction on the one hand and human association on the other combine to help a student attain full growth.

Student organizations, which cover a wide range of student interests, provide the major means through which students give expression to their talents and interests, develop skills of all kinds, and perfect their knowledge of the processes and principles by which democracy works. On the UMM campus there is a recognized student organization to meet many students' needs. Students are encouraged to enter actively into organized student life and activities, both for their personal value and for the unique contribution each student can make to the campus community.

### Social Calendar

Several major events, college- or student council-sponsored, will be held each year. These include a reception at the dean's residence during orientation week, a semiformal dance, and Snow Week during winter quarter. Other scheduled events will include skating parties, teas and coffees, and group-sponsored receptions. A campus carnival during winter quarter, and an all-campus activity day during spring quarter will round out the social calendar. Campus recognition of outstanding students for leadership and scholarship will be by appropriate award at a Spring Awards Convocation during spring quarter sponsored by the Student Council.

### Student Organizations

Approved organizations that are presently functioning under the Student Governing Board to serve the needs of students are:

*Alpha Rho Psi*—Men's fraternity with the purpose of furthering social life on the University of Minnesota, Morris Campus.

*Aqua Pommies*—A synchronized swimming group, co-educational, that meets once a week for 2 hours for recreational swimming at the campus swimming pool.

*Campus Echoes*—A radio club that is dedicated to supplying information and entertainment as well as giving its members speaking and radio experience.

*Casino dell'Arte*—A group that serves the campus by presenting exhibitions of art works, initiating creative projects in visual media, and supplying posters for student activities.

*Circle K Club*—A service club dedicated to the improvement of campus life and service to the students and the institution.

*Gamma Delta Rho*—A men's fraternity with the purposes of helping to orient new students to the campus and to further social life.

*Gamma Omicron Beta*—A sorority for women in pre-home economics. The objectives provide for the development of professional and cultural standards for women in this field of study.

*Inter-Faith Council and Religious Foundations*—The Inter-Faith Council serves religious organizations in co-ordinating religious activity on campus. An active program of events throughout the academic year has been the result of the combined efforts of religious organizations. Wednesday evenings have been set aside on the social calendar for meetings and religious activities during each week. The six religious foundations are: *Gamma Delta, Inter-*

*denominational Christian Fellowship, Lutheran Collegiate, Lutheran Student Association, Newman Club, and United Protestant Christian Fellowship.*

*International Relations Club*—A club interested in promoting world understanding and international education. It provides a meeting ground for American and foreign students.

*Lettermen's Club*—An organization whose purpose is to promote the intramural and intercollegiate athletic program at UMM. Its members are varsity letter winners who promote sportsmanship and academic achievement in its members.

*Men's Residence Halls*—Composed of men living on campus; functions as a residence government.

*Morris Players*—A group dedicated to influencing actively the dramatic productions on campus and to giving drama and theater experience to its members.

*Music Educators' National Conference*—A group of preprofessional music students who are interested in raising the cultural music level of their own members as well as that of the college community.

*Student Governing Board*—The student governing board is elected by the student body and heads the student organizations and activities. It consists of a president, vice president, secretary, treasurer, 2 members at large, and 2 representatives from each approved organization, except the religious foundations which are represented by the 2 members from the Inter-Faith Council.

*University Young Republican Club*—Organized to develop all student Republicans on campus into an intelligent, co-operative and aggressive group, encourage participation in the activities of the Republican Party, and support campus student politics.

*Vanguard*—The student newspaper staff. The paper is published under the direction of an editor. An adviser is chosen from the English Department and the staff is picked from interested students. The staff is for the purpose of helping keep the campus informed and giving writing experience to its members.

*Venture*—The student annual staff is dedicated to making a record of campus life in a bound volume each academic year. There is an editor and staff and one faculty member who is selected as an adviser.

*Women's Residence Halls*—Composed of women living on campus; functions as a residence government.

*Young Democratic Farmer-Labor Club*—Organized to stimulate in college students an active interest in government and to foster and perpetuate the ideals of the Democratic Party.

### Athletic and Intramural Programs

The gymnasium contains a large basketball floor, a swimming pool, and adequate dressing and showering facilities. Two football fields are provided, and other game areas are available. Golf facilities, tennis courts, and a baseball park are available.

**Recreational Sports Program for Men and Women**—All athletic facilities are made available during leisure hours to students for recreational purposes.

**Intramural Program for Men and Women**—This program is open to all students who wish to participate. It aims to provide students with ample opportunities to further develop skills in physical education activities. The men's program includes competition in flag football, basketball, bowling, badminton, swimming, golf, tennis,

and softball. The women's program will provide varied activities in dance, synchronized swimming and aquatics, team sports, and individual and dual sports.

**Intercollegiate Athletic Program**—The University of Minnesota, Morris provides independent competition in football, basketball, bowling, skiing, wrestling, and golf at present. Future development of this program to provide competition in cross-country, swimming, ice hockey, baseball, tennis, and track and field is expected.

While UMM teams have been playing other colleges on an independent basis, membership in an athletic conference is presently being arranged.

## SPECIAL EDUCATIONAL OPPORTUNITIES

### Convocations

Significant convocations will be held periodically during the year. Lectures, concerts, and dramatic performances are given by students, faculty, outstanding artists, and authorities well known in their special fields, providing entertainment and an opportunity to extend knowledge gained in the classroom and to broaden interests.

### University Artists Course

The University Artists Course brings to the Morris Campus a series of the world's outstanding entertainers. Each year a variety of talent including ballet, folksingers, University musicians and dramatic performers help to broaden cultural knowledge and interest.

### Art Exhibits

The Morris Campus enjoys the privilege of several art exhibits each year. These are open to the public during regular hours. Nationally recognized artists, as well as student exhibitors, are available to the students and general public.

### Film Series

A series of films is made available to students and area people. This series of films is composed of important American and foreign films. The films are selected from the finest of contemporary and previously filmed pictures. Tickets may be ordered from the Business Office at the University of Minnesota, Morris where further information may be obtained relative to the film series.

### Recognition and Awards

A Dean's list of honor students is published at the end of each quarter. These students have achieved a 3.00 (B) grade point average or above for the past quarter.

Special convocations are held during the academic year for the purpose of recognizing students excelling in scholarship, leadership, citizenship, and athletics.

### Dean's Award

The Dean's Award is presented each year to the student who demonstrates excellent leadership and character, and who makes an outstanding scholastic contribution.

### Dean's Scholar Award

The Dean's Scholar Award is given to students who at the completion of no more than 3 quarters and no less than 45 credits of academic work have accrued a grade

point average of no less than 3.85; or no more than 6 quarters and no less than 90 credits have accrued a grade point average of no less than 3.85; or no more than 9 quarters and no less than 135 credits have accrued a grade point average of no less than 3.85. A student could conceivably receive this award 3 times during his 4 years at the University of Minnesota, Morris. Consideration is given only to grades earned on this campus. A framed certificate constitutes the award and the names of the recipients are engraved on a plaque.

### **Edna Murphy Morrison Award**

This award, sponsored by the Morris Chapter of the American Association of University Women, is presented at the Spring Awards Convocation to a woman student of outstanding character, leadership ability, and high scholastic achievement.

### **Allen W. Edson Award**

The Allen W. Edson award is made annually to the student doing successful college work, and who has made outstanding contributions to the campus through leadership and citizenship characteristics.

### **Evening Classes, Extension Courses, and Summer Sessions**

Course offerings under the three headings above will be offered as the needs of the area dictate. Courses will be added as necessary enrollments are reached. People desirous of taking specific courses are requested to write to the Office of the Dean.

### **Developmental Reading**

The Counseling Office has available for all students a program in developmental reading. It is geared to the needs of the proficient as well as the deficient reader. Participation involves membership in a small group consisting of about ten students. The program is voluntary in nature and allows each group member to proceed at his own speed.

## II. Academic Information

The University of Minnesota, Morris offers two academic programs: (a) 4-year liberal arts curriculum; and (b) preprofessional training of 1-4 years' duration.

The 4-year liberal arts program is divided, for ease in description, into Lower Division requirements and Upper Division requirements. Lower Division requirements aim at providing the student with a broad general education in the several areas of the liberal arts. Upper Division requirements direct the student in his concentration within the major and minor subject matter areas while continuing his liberal education. Normally students will be expected to complete the Lower Division general education requirements before beginning their Upper Division requirements.

As each student is responsible for completing each course he undertakes, so is he also responsible for planning the program which will best satisfy his educational and vocational goals. The student is encouraged to seek as much help as is necessary with course planning from his adviser, the counseling staff, and the faculty in general; however, he must make the final decision regarding his program each quarter.

In planning a program, the student should use this bulletin in conjunction with the University of Minnesota, Morris *Class Schedule*. The *Class Schedule*, issued each quarter, lists all courses offered in that quarter and the times at which each class meets.

The college year is divided into 3 quarters of approximately 12 weeks each. Except in special cases, full-time students will carry 12 to 18 credits each quarter; an average work load is 15 credits a quarter. For graduation, a minimum of 180 credits is required, of which at least 90 should be completed by the end of 2 years (6 quarters) in residence.

### LIBERAL ARTS SEQUENCE

No two liberal arts students move toward their goals by the same route. Yet all students work toward liberal education through experiences that will acquaint them with literature and the arts, the social sciences, and the physical and biological sciences. In these areas students achieve several educational goals: they acquire specialized knowledge leading toward professional and vocational objectives; they may equip themselves for advanced study at the graduate school level in fields where they find themselves well suited. Influencing all such specialized study is the broad context of liberal education—the opportunity to gain a thorough and penetrating understanding of today's world, along with the development of an informed and constructively critical approach to life.

In order that each student may be assured a reasonably broad education, the general education requirements listed below have been established at the University of Minnesota, Morris.

The general education requirements outline from 63-78 credits of work to be completed during the first 2 years in residence so that the concentration on the major and minor subjects may begin promptly in the third year. In addition sufficient elective credits must be taken so that a minimum of 90 credits is accumulated by the end of the sophomore year. These requirements are broad and flexible; most often they do not outline specific courses which must be taken. It is the student's responsibility, in consultation with his faculty adviser, to determine which specific course within the framework of these requirements will best suit his interests, abilities, and goals.

Students following a preprofessional sequence who plan to complete their work at one of the other professional schools within the University of Minnesota or at some



other institution are usually not required to complete the general education requirements. They are advised to study the bulletin of the professional school of their choice (available through the Counseling Office) and complete all possible requirements of that school while attending the University of Minnesota, Morris.

### General Education Requirements

The general education requirements are to be completed during the first 2 years by all liberal arts students.††

#### A. Freshman English (15 credits)

Ordinarily the student will take either Engl A-B-C or Engl 1-2-3 in his freshman year. On the basis of his performance in Engl A or 1, a student may be exempted from further work in Freshman English and allowed to substitute one 5-credit sophomore literature course (either Engl 21, 22, 23, or 40).

#### B. Foreign Languages (0 to 15 credits)

Upon petition to the Scholastic Committee, permission may be granted to complete this requirement in the junior or senior year to accommodate students with special hardships such as transferring from a Lower Division preprofessional sequence where language was not required.

1. Students with no modern language training in high school must take 15 credits in *one* language (i.e., courses numbered 1-2-3 in either French, Spanish, or German).
2. Students with training in 1 or more languages who wish to pursue a different language at UMM must take 15 credits in that language (i.e., courses numbered 1-2-3 in either French, Spanish, or German).
3. Students with training in 1 or more languages who wish to continue in 1 of those languages at UMM must take 0-15 credits normally according to the schedule below. (Placement will be validated by an examination administered during orientation. A student who performs on this examination above or below the expected level of proficiency will be required to alter the schedule below to fit his needs. In all cases he will be expected to finish Fren 3, Span 3, or Ger 3, or the equivalent):
 

a. 3 years in high school	exempt
b. 2 years in high school	Fren 3, Ger 3, or Span 3
c. 1 year in high school	Fren 2-3, Ger 2-3, or Span 2-3

#### C. Social Sciences (15 credits)

During the first 2 years a minimum of 15 credits must be chosen from among at least 2 of the subject matter areas listed below. No less than 5 credits must be taken in a subject matter area if it is to count toward completion of this requirement.

1. Anthropology
2. Economics and business§§
3. Geography
4. History
5. Political science
6. Psychology
7. Sociology

#### D. Natural Sciences (15 credits)

During the first 2 years a minimum of 15 credits must be chosen from at least 2 of the following areas. At least 8 of these credits must come from courses that include laboratory.¶¶

†† A student may gain exemption from any requirement or part of a requirement by examination and thereby move more quickly into advanced and more specialized courses or begin more quickly concentration in areas of his choice. Students with outstanding high school records should be able to gain exemption from one or more requirements.

§§ Only EB 1, 2, and 3 may be used to satisfy the social science requirement.

¶¶ Biol 1-2-3; Chem 4-5, 11; Phys 11-12-13, 14A; Geol A-B (all are Lower Division courses that include laboratory).

Further, no less than 5 credits must be taken in a subject matter area for it to count toward completion of this requirement.

1. Biological sciences (biology)
2. Physical sciences (chemistry, geology, physics)
3. Mathematics (except Math H and EG 14-15-16)

**E. Humanities (15 credits)**

During the first 2 years a minimum of 15 credits must be chosen from among at least 2 of the subject matter areas below. No less than 5 credits must be taken in a subject matter area for it to count toward completion of this requirement. No more than 6 credits from any combination of the following courses may be submitted: Mus 42, 43, 44, 45; Art 23, 24, 25; Spch 9.

1. Art
2. English (excluding 1-2-3, A-B-C, and 29)
3. French, German, Spanish (excluding 1-2-3, and 20)
4. Humanities
5. Music (excluding 11-27)
6. Philosophy
7. Speech and Theater Arts

**F. Health (3 credits)**

Hlth 5, Personal and Community Health (3 credits), must be completed at some time during the first 2 years.

## Requirements for the Bachelor of Arts Degree

**Prerequisites for Major**—The student in planning his program should take note of the Lower Division prerequisite courses which should be taken in preparation for a major. The Upper Division requirements for the various majors are described in Section III of this bulletin. These requirements should be studied carefully so that the student takes the necessary Lower Division courses at the proper time. The student having several possible majors in mind should plan a program to cover all the possibilities.

**Credits Required**—For junior standing the student must earn at least 84 credits (most students have 90). These credits should be distributed in such a way as to meet the general education requirements.

**Approval of Program**—Before starting his junior year the student will be required to submit, for approval, a proposed program of courses fulfilling the requirements for the B.A. degree. This tentative degree program will be completed with the aid of the student's major adviser. The completed program should be turned in to the chairman of the division into which the student's major field falls within the first 6 weeks of the quarter in which the student will complete 84 credits. When approved by the adviser and the chairman of the division concerned, the program becomes an agreement between the student and the college, and can be changed only with the permission of the adviser and the division chairman.

**Credits in Residence**—The student must earn a minimum of 45 Upper Division credits and spend 2 quarters (30 credits) of the senior year in residence.

**Advanced Standing Students**—Students entering the University of Minnesota, Morris with advanced standing from some other institution must complete the same credit and group requirements expected of other students, and must have at least a C average in all work applicable toward the degree.

Grades earned in other colleges will carry the appropriate grade points, provided the courses are accepted by the University of Minnesota, Morris. If there are any failures in accepted courses taken in other colleges, these also will be transferred and the student must make up any such grade point deficiency.

**Upper Division Course Requirements**—In addition to the general education requirements, each student will be expected to complete the requirements listed below, usually in his junior and senior years.

**1. Major Sequence**

A major (usually 30 to 40 credits) is offered in nearly every academic area. The description of each major and its specific requirements is included in Section III.

**2. Additional Upper Division Credits**

A student must take at least 30 Upper Division credit hours in general education courses outside his major field. (A student who believes this requirement works against his best educational interests may petition the Scholastic Committee for special consideration.)

**3. Minor Sequence**

A student is not required to complete a minor sequence. He may, however, elect to do so. Specific requirements for minors are listed in Section III.

**Summary of Graduation Requirements**—The requirements for the bachelor of arts degree, as discussed in the preceding paragraphs, are as follows:

**1. General Education Requirements**

All students must complete the general education requirements outlined, preferably before entering the junior year.

**2. Major and Minor**

Students *must* complete a major and *may* complete a minor.

**3. Additional Upper Division Credits**

A student must take at least 30 Upper Division credit hours in general education courses outside his major field. (A student who believes this requirement works against his best educational interests may petition the Scholastic Committee for special consideration.)

**4. Minimum Required Credits**

180

**5. Quality of Work**

Students must earn a C average in all work presented from the University and a C average in all college work, a C average while in the Upper Division, and a C average in the major.

**6. Residence**

Ordinarily a student will complete about 90 credits hours while in the Upper Division. In any case the student must earn 45 credits in residence after admission to Upper Division and spend 2 quarters of the senior year in Upper Division residence.

**Sample Liberal Arts Programs**—Listed below are 4 samples of 2-year Lower Division programs which might be followed by students who will eventually earn bachelor of arts degrees from this institution. They show how the general education requirements may be met in a number of ways. Many other combinations of courses are possible. A student should pick courses to fit his own interests, abilities, and goals. It is necessary, however, that the general education requirements listed above be kept constantly in mind. Note also that an effort should be made to maintain an even balance between the major subject matter areas—English, natural sciences, social sciences, humanities, and foreign languages. Credits are shown in parentheses.

Sample Program I

*Freshman Year*

- Engl 1-2-3 or A-B-C—Freshman English (15)
- Biol 1, 2-3—General Biology (10)
- Span 1-2-3—Beginning Spanish (15)
- Soc 1—Man in Modern Society (3)
- Soc 3—Social Problems (3)

*Sophomore Year*

- Hum 1, 2—Humanities in the Modern World (10)
- Phil 1—Problems of Philosophy (5)
- Pol A-B—The State in the Modern World (6)
- Geol 1A—Earth Features and Their Meaning (5)
- Hlth 5—Personal and Community Health (3)
- Hist 20, 21, 22—American History (9)
- Spch 5—Fundamentals of Speech (5)

## Sample Program II

*Freshman Year*

Engl 1-2-3—Freshman English (15)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Math 2-3—College Algebra and Trigonometry  
 (10)  
 Hist 12, 13—Europe and North America in  
 the Modern Era (10)  
 Hlth 5—Personal and Community Health (3)

*Sophomore Year*

Fren 1-2-3—Beginning French (15)  
 Engl 21-22-23—Introduction to Literature (15)  
 Psy 1-2—General Psychology (6)  
 Phil 1—Problems of Philosophy (5)  
 Anth 1—Introduction to Anthropology (5)

## Sample Program III

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Soc 1-2, 3—Sociology (9)  
 Math 2-3—College Algebra and Trigonometry  
 (10)  
 Hlth 5—Personal and Community Health (3)

*Sophomore Year*

Ger 1-2-3—Beginning German (15)  
 Hum 1, 2—Humanities in the Modern World  
 (10)  
 Spch 5—Fundamentals of Speech (5)  
 Psy 1-2—General Psychology (6)  
 EB 1-2—Principles of Economics (10)  
 Math 53—Introduction to Statistics (8)

## Sample Program IV

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Span 1-2-3—Beginning Spanish (15)  
 Geog 1—Geography of Natural Resources (5)  
 Anth 1—Introduction to Anthropology (5)  
 Hist 11, 12—Europe and North America in the  
 Modern Era (10)

*Sophomore Year*

Biol 1, 2-3—General Biology (10)  
 Geol 1A—Earth Features and Their Meaning  
 (5)  
 Hum 1, 2—Humanities in the Modern World  
 (10)  
 Phil 1—Problems of Philosophy (5)  
 Soc 1-2, 3—Sociology (9)  
 Soc 14—Rural Sociology (3)  
 Hlth 5—Personal and Community Health (3)

## PREPROFESSIONAL PROGRAMS

For students who have decided to enter a professional school either within the University of Minnesota or at some other institution, the course offerings on the Morris Campus make possible preprofessional training in over 25 areas. The required preprofessional liberal arts training in some of these professional specialties is quite flexible, in others it is quite rigid, with little possibility of substituting other courses for those suggested without loss of time. In all cases students should obtain the bulletin of the professional school to which they eventually plan to transfer, study the requirements for admission to that school, and plan to complete as many required courses as possible while enrolled at the University of Minnesota, Morris.

The preprofessional sequences outlined below are those prescribed by the professional schools within the University of Minnesota. If a student proposes to alter one of the following preprofessional programs, he should first consult the bulletin of the professional school and then his faculty adviser, thus avoiding needless loss of time. Credits are shown in parentheses.

### Pre-Agricultural Business Administration

This sequence provides 2 years of study fulfilling the basic requirements in agricultural business administration as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 EB 1-2—Principles of Economics (10)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Social science electives (6)

#### *Sophomore Year*

Chem 4-5—General Inorganic Chemistry (10)  
 Psy 1-2—General Psychology (6)  
 EB 31-32-33—Principles of Accounting (10)  
 Spch 5—Fundamentals of Speech (5)  
 Biol 54—General Bacteriology (5)  
 Hlth 5—Personal and Community Health (3)  
 Humanities electives (0-3)  
 General electives (3-6)

### Pre-Agricultural Education

This sequence provides 1 year of study fulfilling the basic requirements in agricultural education as outlined by the College of Agriculture, Forestry, and Home Economics. Most students in this sequence should plan to transfer to the St. Paul Campus at the end of the first year in order to avoid loss of time.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Math H—Higher Algebra (0)  
 Psy 1-2—General Psychology (6)  
 Hlth 5—Personal and Community Health (3)

### Pre-Agricultural Science

This sequence provides 2 years of study fulfilling the basic requirements in agricultural science as outlined by the College of Agriculture, Forestry, and Home Economics. Modifications of this program may be made for students planning to enter specialized fields of agriculture. These include agricultural biochemistry, agricultural economics, agronomy and plant genetics, animal husbandry, dairy husbandry, horticulture, mechanized agriculture, plant pathology and botany, poultry husbandry, and soils.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Hlth 5—Personal and Community Health (3)

#### *Sophomore Year*

Chem 65-66—Elementary Organic Chemistry (10)  
 EB 1-2—Principles of Economics (10)  
 Biol 54—General Bacteriology (5)  
 Spch 5—Fundamentals of Speech (5)  
 Social science electives (6)  
 Humanities electives (0-3)  
 General electives (3-6)

### Pre-Science Specialization (Agriculture)

This sequence provides 2 years of study fulfilling the basic requirements in pre-science specialization as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)

#### *Sophomore Year*

Ger 1-2-3—Beginning German (15)  
 Biol 52—Genetics (4)  
 Biol 54—General Bacteriology (5)  
 Chem 65-66—Elementary Organic Chemistry (10)  
 EB 1-2—Principles of Economics (10)  
 Hlth 5—Personal and Community Health (3)  
 Humanities electives (0-3)  
 Social science electives (6)

### Pre-Dairy Industries

This sequence provides 2 years of study fulfilling the basic requirements in dairy industries as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Math 2-3—College Algebra and Trigonometry (10)

#### *Sophomore Year*

EB 1-2—Principles of Economics (10)  
 Hlth 5—Personal and Community Health (3)  
 Biol 54—General Bacteriology (5)  
 Chem 65-66—Elementary Organic Chemistry (10)  
 Spch 5—Fundamentals of Speech (5)  
 Humanities electives (0-3)  
 Social science electives (6)

### Pre-Fishery and Wildlife Management

This sequence provides 2 years of study fulfilling the basic requirements in fish and wildlife management as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Pol 5—American Government and Politics (5)  
 Humanities electives (0-3)  
 General electives (3-6)

#### *Sophomore Year*

EB 1-2—Principles of Economics (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Spch 5—Fundamentals of Speech (5)  
 Biol 52—Genetics (4)  
 Biol 60—Plant Taxonomy (3)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Hlth 5—Personal and Community Health (3)

## Preforestry

### *Forest Resources Management*

This sequence provides 2 years of study fulfilling the basic requirements in forest resources management as outlined by the College of Agriculture, Forestry, and Home Economics. Preforestry students at Morris may complete the 6-week Summer Session requirement at the Lake Itasca Forestry and Biological Station at the end of their freshman year and return to Morris for sophomore work if they choose. However, this Summer Session requirement must be completed by the junior year.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 EB 1-2—Principles of Economics (10)

#### *Sophomore Year*

Chem 4-5—General Inorganic Chemistry (10)  
 Phys 11-12-13—General Physics (15)  
 Geol 1A—Earth Features and Their Meaning (5)  
 Spch 5—Fundamentals of Speech (5)  
 Hlth 5—Personal and Community Health (3)  
 Humanities electives (0-3)  
 Social science electives (6)

### *Building Materials, Merchandising, and Construction*

This sequence provides 2 years of study fulfilling the basic requirements in building materials, merchandising, and construction management as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)  
 EB 1-2—Principles of Economics (10)  
 Hlth 5—Personal and Community Health (3)

#### *Sophomore Year*

Chem 4-5—General Inorganic Chemistry (10)  
 EB 31—Principles of Accounting (4)  
 Phys 11-12—General Physics (10)  
 Math 53—Introduction to Statistics (5)  
 Spch 5—Fundamentals of Speech (5)  
 EB 81—Business Law (5)  
 Social science electives (6)  
 Humanities electives (0-3)

### *Forest Products Engineering*

This sequence provides 2 years of study fulfilling the basic requirements in forest products engineering as outlined by the College of Agriculture, Forestry, and Home Economics.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Hlth 5—Personal and Community Health (3)

#### *Sophomore Year*

Chem 65-66—Elementary Organic Chemistry (10)  
 Math 50—Analytic Geometry and Calculus II (5)  
 Math 51—Analytic Geometry and Calculus III (5)  
 EB 1-2—Principles of Economics (10)  
 Spch 5—Fundamentals of Speech (5)  
 Social science electives (6)  
 Humanities electives (0-3)

### *Pre-Veterinary Medicine*

This sequence provides 1 year of study fulfilling the basic requirements in pre-veterinary medicine as outlined by the College of Veterinary Medicine, although most students will find it to their advantage to transfer to the College of Agriculture, Forestry, and Home Economics for their second year of pre-veterinary medicine.

In certain cases a student could remain on the Morris Campus for his second year without significant loss of time.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Biol 1, 2-3—General Biology (10)  
 Math 2-3—College Algebra and Trigonometry (10)

### Pre-Home Economics

This sequence provides 1 year of study fulfilling basic requirements in general home economics, dietetics and food service management, home economics education, or home economics and business as outlined by the College of Agriculture, Forestry, and Home Economics. While generally a transfer to the St. Paul Campus at the end of the first year is advised, in special cases a student could be accommodated for 2 years on the Morris Campus.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Soc 1—Man in Modern Society (3)  
 EB 1-2—Principles of Economics (10)  
 (or) Psy 1-2—General Psychology (6)  
 Physical education electives (3)

### Pre-dentistry

This sequence provides 2 years of study fulfilling the basic requirements as outlined by the School of Dentistry.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Math 2-3—College Algebra and Trigonometry (10)

*Sophomore Year*

Phys 11-12-13—General Physics (15)  
 Chem 65-66—Elementary Organic Chemistry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Biol 52—Principles of Genetics (4)  
 Social science or humanities electives (10-15)

### Recreation Leadership

This sequence provides 1 year of study fulfilling the basic requirements in recreation leadership as outlined by the College of Education. Students in this sequence should plan to transfer to the College of Education after 1 year to avoid loss of time.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Soc 1—Man in Modern Society (3)  
 Soc 2—The American Community (3)  
 Soc 3—Social Problems (3)  
 Hist 20, 21, 22—American History (9)  
 Hlth 5—Personal and Community Health (3)

### Pre-Engineering

(except chemical engineering and architecture)

This sequence provides 2 years of study fulfilling the basic requirements as outlined by the Institute of Technology in the following specialties: aeronautical, agri-



cultural, civil, electrical, geological, industrial, and mechanical engineering as well as geophysics, applied mathematics, metallurgy, and engineering and business administration.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Phys 11-12-13—General Physics (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Nontechnical electives (see IT bulletin) (9)

*Sophomore Year*

Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Math 50-51—Analytic Geometry and Calculus II and III (10)  
 Math 52—Calculus IV and Differential Equations (5)  
 Phys 14-50-51—Intermediate General Physics (with lab) (14)  
 EG 14A—Engineering Graphics (4)

**Pre-Chemical Engineering**

This sequence provides 2 years of study fulfilling the basic requirements for chemical engineering as outlined by the School of Chemistry.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Electives (6-9)

*Sophomore Year*

Chem 65-66-67—Elementary Organic Chemistry (15)  
 Phys 11-12-13—General Physics (15)  
 Math 50-51—Analytic Geometry and Calculus II and III (10)  
 Math 52—Calculus IV and Differential Equations (5)  
 Electives (3-6)

**Pre-Engineering and Business Administration**

(4-year curriculum)

This curriculum has been arranged for students who wish to prepare for positions in industry which require some basic technical training plus instruction in business administration. Such positions are found in fields of purchasing, sales and sales promotion, cost accounting, employment and rate setting, and production control.

The work in the first 2 years of this curriculum is taken at the University of Minnesota, Morris. The work in the last 2 years is taken in the School of Business Administration.

Transfer is made to the School of Business Administration at the beginning of the junior year. A minimum of 95 credits, including a grade point average of 2.00, is required for admission.

Completion of all the required work leads to the degree of bachelor of science in business, which is given by the School of Business Administration.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Math 53—Introduction to Statistics (5)  
 Phys 11-12-13—General Physics (15)

*Sophomore Year*

EG 14A—Engineering Graphics (4)  
 EB 1-2—Principles of Economics (10)  
 EB 31-32-33—Principles of Accounting (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Math 50—Analytic Geometry and Calculus II (5)  
 Phys 14—Intermediate General Physics (4)

### Prearchitecture

This sequence provides 1 year of study fulfilling the basic requirements in the 5-year architecture program outlined by the School of Architecture. Transfer at the end of 1 year is necessary to avoid loss of time.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Math 4—Analytic Geometry and Calculus I (5)  
 Phys 11-12-13—General Physics (15)

### Pre-Business Administration

Students are able to major in economics and business administration at the University of Minnesota, Morris. Some students will prefer to transfer to the School of Business Administration on the Minneapolis Campus after completing 2 years on the Morris Campus. The sequence below provides 2 years of study fulfilling the basic requirements as outlined by the School of Business Administration. Modifications will be made for students in the economics or statistics sequence.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Biol 1, 2-3—General Biology (10)  
 (or) Chem 4-5—General Inorganic Chemistry (10)  
 Social science electives (10-15)

#### *Sophomore Year*

EB 1-2, 3—Principles of Economics (15)  
 EB 31-32-33—Principles of Accounting (10)  
 Math 53—Introduction to Statistics (5)  
 Humanities electives (10-15)

### Prejournalism

This sequence provides 1 year of study fulfilling basic requirements in journalism as outlined in the Arts College general education requirements.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Pol 5—American Government and Politics (5)  
 Hist 20-21-22—American History (any two) (6)  
 General electives (20)

### Prelaw

The University of Minnesota Law School accepts students after either 3 or 4 years of liberal arts background. Their requirements for admission are either a bachelor of arts degree or the completion of a 3-year liberal arts program involving 135 credits. This latter program must include completion of the Lower Division general education requirements, completion of an Upper Division major of the student's choosing (no minor is required), and 15 additional Upper Division credits. The only required course is one in advanced English composition (Engl 29). Students are urged to consult the *Bulletin of the Law School* for any additional information.

### Premedicine

The University of Minnesota Medical School encourages all students to complete a 4-year Bachelor's degree program prior to admission to the Medical School. If a premedical student plans to spend 4 years on the Morris Campus numerous combinations of majors and minors are possible to fit student interests as long as the required courses listed below are taken in the process of obtaining the degree. (On the Morris

Campus the biology major with a chemistry minor is a frequent choice.) The Medical School also accepts a limited number of students who meet their minimum admission requirements, which are a total of 135 quarter credits to include the required courses listed below. In all cases premedical students must consult the *Bulletin of the Medical School* for suggested courses and special admission procedures.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
Biol 1, 2-3—General Biology (10)  
Chem 4-5—General Inorganic Chemistry (10)  
Chem 11—Semimicro Qualitative Analysis (4)  
Chem 65-66—Elementary Organic Chemistry (10)  
Math 2-3—College Algebra and Trigonometry (10)  
Math 4—Analytic Geometry and Calculus I (5)  
Phys 11-12-13—General Physics (15)  
Social science electives (27)

### Pre-Medical Technology

This sequence provides 1 year of study fulfilling basic requirements in medical technology. Students in this sequence should plan to transfer to the Minneapolis Campus after 1 year to avoid loss of time.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
Chem 4-5—General Inorganic Chemistry (10)  
Chem 11—Semimicro Qualitative Analysis (4)  
Biol 1, 2-3—General Biology (10)  
Math H—Higher Algebra (3-5)  
Electives (3-6)

### Prenursing

This sequence provides 1 year of study fulfilling basic requirements for pre-nursing as outlined by the School of Nursing.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
Foreign language or humanities (9-15)  
Social science requirements (9)  
Chem 4-5—General Inorganic Chemistry (10)  
Electives (0-6)

### Pre-Occupational Therapy

This sequence provides 1 year of study fulfilling the basic requirements in pre-occupational therapy as outlined by the Medical School. Students are advised to transfer after 1 year to avoid loss of time.

*Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
Biol 1, 2-3—General Biology (10)  
Psy 1-2—General Psychology (6)  
Hum 1, 2—Humanities in the Modern World (10)  
Soc 1—Man in Modern Society (3)  
Art 1—Introduction to Art (5)  
Hlth 5—Personal and Community Health (3)  
Physical education electives (1)

### Pre-Physical Therapy

This sequence provides 1 year of study fulfilling basic requirements in physical therapy as outlined by the Medical School. Students are advised to transfer to the Minneapolis Campus after 1 year to avoid loss of time.

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Biol 1, 2-3—General Biology (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Psy 1-2—General Psychology (6)  
 Hlth 5—Personal and Community Health (3)  
 Soc 1—Man in Modern Society (3)

### Prepharmacy

The College of Pharmacy will admit students who have had 1 year of collegiate training to a 4-year professional curriculum and they also admit students who have had 2 or more years of collegiate training to a 3-year professional curriculum. In either case, a minimum 5-year curriculum is necessary for the bachelor of science degree in pharmacy.

The following courses are required in a 1-year prepharmacy curriculum, making a student eligible for a 4-year professional curriculum:

#### *Freshman Year*

Engl 1-2-3 or A-B-C—Freshman English (15)  
 Math 2-3—College Algebra and Trigonometry (10)  
 Chem 4-5—General Inorganic Chemistry (10)  
 Chem 11—Semimicro Qualitative Analysis (4)  
 Electives (6-8)

The following additional courses are required in a 2-year prepharmacy curriculum, making a student eligible for a 3-year professional curriculum:

#### *Sophomore Year*

Biol 1, 2-3—General Biology (10)  
 Phys 11-12-13—General Physics (15)  
 EB 1-2—Principles of Economics (10)  
 EB 31-32—Principles of Accounting (7)  
 Chem 65-66-67—Elementary Organic Chemistry (15)

### Pre-Social Work

Students desiring a professional degree in social work must attend a graduate school of social work with a curriculum leading to the Master's degree. One of the sequences available to the sociology major on the Morris Campus is especially designed to prepare students for graduate training in social work. This sequence is outlined in detail in the sociology curriculum found in Part III of this bulletin.

### III. Courses of Instruction

**Explanation of Symbols**—The following symbol code, applicable to all University of Minnesota bulletins, is used throughout the course descriptions and will not carry any page footnotes:

† To receive credit, all course numbers listed before dagger must be completed.

‡ Means "concurrent registration" in the course which it precedes.

△ Means "consent of the department or division" involved.

#### *Division of Humanities*

#### ART (Art)

##### OBJECTIVES

The fundamental purposes of the art curriculum are to develop in the student an understanding and appreciation of the history and practice of the visual arts, to provide opportunity for the development of his creative skills, and to offer a program of study which will enable him to teach art.

##### REQUIREMENTS FOR A MAJOR

###### Art Sequence

*Prerequisites*—Art 1, 2, 3; 23-24-25.

*Upper Division Requirements*—18 credits in 1 medium of studio work; 9 credits in 1 medium of studio work other than the 18-credit sequence; and Art 50-51, 52.

##### REQUIREMENTS FOR A MINOR

###### Art Sequence

*Prerequisites*—Art 1; 23-24-25.

*Upper Division Requirements*—Either 18 credits in 1 medium of studio work or 9 credits each in 2 different mediums.

###### Art History Sequence

*Prerequisites*—Art 1, 2, 3.

*Upper Division Requirements*—15 credits in art history.

##### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in art, Ed 60A as well as required professional education courses.

##### COURSE DESCRIPTIONS

#### Art History

- 1f. **Principles of Art.** Lecture and discussion approach to basic methods of interpretation and analysis of the work of art. Painting, sculpture, and architecture treated in relation to the cultural and technical factors influencing their form and meaning. (5 cr)
- 2w. **Ancient and Medieval Art.** A survey course in the history of art based upon selected monuments from Egyptian, Mesopotamian, Greek, Roman, and medieval art. The visual arts are treated as monuments worthy of consideration in themselves as well as

- expressions of the essential aspects of the cultures in which they were created. (5 cr; prereq 1; not offered 1963-64)
- 3s. Renaissance to Modern Art.** A general study of the Renaissance, baroque, and modern cultures and art. (5 cr; prereq 1; not offered 1963-64)
- 80f. Late Gothic and Early Renaissance Art.** Painting, sculpture, and architecture in Europe from 1300 to 1500. The lives and works of individual artists are treated in relation to the germinating cultural forces which led to the High Renaissance. (3 cr; prereq 1 or 9 cr in history, philosophy, literature, or humanities and  $\Delta$ ; not offered 1964-65)
- 81w. High Renaissance and Mannerist Art.** Painting, sculpture, and architecture of Italy and northern Europe during the 16th century. Special consideration given to the great masters of the period as well as the universal mannerist style of the late 16th century. (3 cr; prereq 1 or 9 cr in history, philosophy, literature, or humanities and  $\Delta$ ; not offered 1964-65)
- 82s. Baroque and Rococo Art.** Painting, sculpture, and architecture of the 17th and 18th centuries. Roman Catholic Counter Reformation art in Italy and Flanders. The "Little Dutch Masters" and Rembrandt. The development of the rococo in France, Italy, Germany, and England. (3 cr; prereq 1 or 9 cr in history, philosophy, literature, or humanities and  $\Delta$ ; not offered 1964-65)
- 86f, 87w, 88s. Twentieth-Century European and American Art.** Painting, sculpture, and architecture of the modern era. Beginning with the postimpressionist painters around 1880. Discussion of the major artistic movements of the 20th century such as Fauvism, cubism, German expressionism, surrealism, and abstract expressionism. Special emphasis is placed upon painting as a manifestation of the cultural spirit of the modern era. (3 cr per qtr; prereq 1 or 9 cr in history, philosophy, literature, or humanities and  $\Delta$ ; not offered 1963-64)
- 90f, 91w, 92s. Directed Studies.** Primarily for art history majors or minors. Individual research and writings in various aspects of the history of art. Research is supervised by instructor. (1-3 cr per qtr)

### Studio

- 23f-24w-25s. Design and Drawing.** A basic sequence for future work in the studio area of the Department of Art. Introduction to the various materials and techniques of drawing through work with still life, landscape, and the human figure. Specific principles of design are presented through work in tempera painting and drawing. (3 cr per qtr; prereq 1 or  $\S$ 1 or  $\Delta$ )
- 50f-51w. Advanced Drawing.** Required of students majoring in studio art. Drawing in all mediums from life and from imagination. Emphasis on mastery of human anatomy. (2 cr per qtr; prereq 25; not offered 1963-64)
- 52s. Introduction to the Graphic Arts.** To familiarize the student with the mediums of print-making through work in woodcut, engraving, etching, and combined processes. (4 cr; prereq 25)
- 60f-61w-62s. Oil Painting.** Beginning course in the medium of oil painting. Introduction of the student to the technical problems and processes of the medium. Continued emphasis is placed upon various problems of design, representation, and expression. (3-4 cr per qtr; prereq 25)
- 66f-67w-68s. Sculpture.** Beginning course in three-dimensional mediums. The student is introduced to the tools, materials, and techniques of sculpture through problems in modeling, direct carving. (3-4 cr per qtr; prereq 23-24-25; not offered 1964-65)
- 70f-71w-72s. Problems in Studio Work I.** Advanced work in one medium of student's choice—painting, sculpture, or graphic arts. Individual projects under supervision of instructor. (3-4 cr per qtr; prereq beginning course in medium pursued in this course)
- 76f-77w-78s. Problems in Studio Work II.** Advanced work in one medium of student's choice. (3-4 cr per qtr; prereq 72)

**ENGLISH (Engl)****OBJECTIVES**

The purposes of the English curriculum are to introduce the student to the study of the English language and literature and to develop in him the ability to read critically, to write effectively, and to understand and appreciate the major works of English and American literature. The courses offered are designed to serve the needs of students interested in general education, students planning to pursue graduate work in the discipline, and students preparing for secondary school teaching.

**REQUIREMENTS FOR A MAJOR**

*Prerequisites*—Engl 21, 22, 23.

*Requirements*—Engl 51, 52, 54, 56, 57, 59; and 15 additional credits in courses numbered 50 or above (to include at least 4 of the following: 61, 62, 63, 64, 66, 67).

**REQUIREMENTS FOR A MINOR**

*Prerequisites*—At least 1 of the following: Engl 21, 22, 23, or 40.

*Requirements*—15 credits in courses numbered 50 or above.

**REQUIREMENTS FOR TEACHER PREPARATION****Major:**

*Prerequisites*—Engl 21, 22, 23.

*Requirements*—Engl 29, 51, 52, 56, 57, 58; and 15 additional credits in courses numbered 50 or above (to include at least 4 of the following: 61, 62, 63, 64, 66, 67), Ed 60C, and required professional education courses.

**Minor:**

*Prerequisites*—At least 2 of the following: Engl 21, 22, 23.

*Requirements*—Engl 29, 56, 57; and 6 additional credits in courses numbered 50 or above, Ed 60C, and required professional education courses.

**COURSE DESCRIPTIONS**

- Xf. Preparatory English.** A remedial course in composition. (No cr; prereq assignment to class on basis of tests; special fee required)
- 1fw-2ws-3fs. Freshman English.** Composition (9 cr) and literature (6 cr). Develops skill in writing exposition; introduces literary types as the chief means of providing subject matter for writing. Novels, short stories, plays, and poems, both English and American. (5 cr per qtr; prereq assignment to class on basis of tests)
- Af-Bw-Cs. Freshman Literature and Composition.** Composition (6 cr) and literature (9 cr). Similar to Engl 1-2-3 except for greater emphasis upon literature. (5 cr per qtr; prereq assignment to class on basis of tests)
- 21f, 22w, 23s. Introduction to Literature.** Chronological study of English literature with its historical background. Introduction to types of literature and literary ideas. (5 cr per qtr; prereq 3 or C)
- 21. The Renaissance.** Chaucer, Marlowe, Spenser, Donne, Bacon.
- 22. The Restoration and the Eighteenth Century.** Dryden, Pope, Swift, Addison, Steele, Johnson, Boswell, Fielding.
- 23. The Romantic Movement and the Victorians.** Wordsworth, Byron, Shelley, Keats, Carlyle, Tennyson, Browning, and Arnold.
- 29s. Advanced Writing and Grammar.** (5 cr; prereq 3 or C)
- 40w. Readings in Twentieth-Century Literature.** A study of modern British and American literature (principally prose fiction) selected, arranged, and discussed to enhance the

- student's pleasure in and understanding of imaginative literature generally. (5 cr; prereq 3 or C, or Δ)
- 51w. **Shakespeare I.** The plays from the first half of Shakespeare's career. (3 cr; prereq 3 or C)
- 52s. **Shakespeare II.** The plays from the second half of Shakespeare's career. (3 cr; prereq 3 or C)
- 54w. **Milton.** The major and minor poetical works and selected prose works of Milton. (3 cr; prereq 3 or C; not offered 1963-64)
- 56f. **American Literature I.** American literature from its beginning to 1860; concentration upon major figures such as Emerson, Thoreau, Hawthorne, and Melville. (3 cr; prereq 3 or C)
- 57s. **American Literature II.** American literature from 1860 to modern times; concentration upon major figures such as Whitman, Twain, James, Dreiser, Crane, and Dickinson. (3 cr; prereq 3 or C)
- 58f. **History of the Language.** An investigation of the development of the English language, historical influences upon it, changes within it, and problems inherent in it. (3 cr; prereq 3 or C; not offered 1964-65)
- 59w. **Chaucer.** Readings from his works, especially *The Canterbury Tales*, with attention given to 14th-century English and the cultural milieu of Chaucer's England. (3 cr; prereq 3 or C; not offered 1964-65)
- 61f. **Elizabethan Literature.** The principal poetic works (nondramatic) and selected prose of the Tudor period; special emphasis upon Spenser. (3 cr; prereq 3 or C, and 5 addtl cr; not offered 1963-64)
- 62s. **Early Seventeenth-Century Literature.** The principal prose and poetry of the Jacobean and Caroline periods (3 cr; prereq 3 or C, and 5 addtl cr; not offered 1963-64)
- 63f. **The Augustan Age.** A survey of the literature from 1660 through the reign of Queen Anne. (3 cr; prereq 3 or C; and 5 addtl cr; not offered 1964-65)
- 64s. **The Age of Johnson.** A survey of the literature from 1714 to 1780. (3 cr; prereq 3 or C, and 5 addtl cr; not offered 1964-65)
- 66f. **The Romantic Age.** The principal works of Wordsworth, Coleridge, Byron, Shelley, Keats, and others. (3 cr; prereq 3 or C, and 5 addtl cr)
- 67s. **The Victorian Age.** A survey of the poetry and selected prose, 1830-1890. (3 cr; prereq 3 or C, and 5 addtl cr; not offered 1963-64)
- 71s. **Modern Poetry.** A study of poetry (English and American) in its development from the late 19th century to the present. (3 cr; prereq 3 or C; not offered 1964-65)
72. **Modern Drama.** A study of the drama (English and American) from the late 19th century to the present. (3 cr; prereq 3 or C; offered when feasible)
- 73w. **The Novel I.** A study of the development of the novel from the 18th century through the 19th century. (3 cr; prereq 3 or C; not offered 1963-64)
- 74w. **The Novel II.** A study of the novel (American and English) in its development from the late 19th century to the present. (3 cr; prereq 3 or C)
- 90f, 91w, 92s. **Directed Studies.** (1-3 cr per qtr)

## HUMANITIES (Hum)

### OBJECTIVES

The purpose of the course offerings in humanities is to introduce the student to our literary heritage. It is an interdisciplinary area of exploration of the great literature of the world.

Courses in the Humanities Division in the junior- and senior-year offering supplement the introductory courses.



## COURSE DESCRIPTIONS

- 1f. **Humanities in the Modern World.** Old Regime, French Revolution and Napoleonic Era, neoclassicism, and romanticism. Authors: Pope, Voltaire, Rousseau, Burke, Goethe, and Tolstoy. (5 cr)
- 2w. **Humanities in the Modern World II.** Industrial revolution, liberalism and socialism, individualism. Authors: Adam Smith, Malthus, Carlyle, Marx, Ibsen, Zola, Flaubert, Tolstoy, and Dostoevsky. (5 cr)
- 3s. **Humanities in the Modern World III.** Impact of science and evolution, religion and morals in a changing world. Authors: Darwin and the evolutionists, Nietzsche, Chekhov, Kierkegaard, and Thomas Mann. (5 cr)
- 51f, 52w, 53s. **Humanities in the Modern World.** Similar to Hum 1, 2, 3 except that it is confined to juniors and seniors and requires additional writing. (5 cr per qtr)

## MODERN LANGUAGES

## French (Fren)

## OBJECTIVES

The purpose of the French curriculum is to introduce the student to the study of the language, literature, and cultural background of France. The courses are designed for general education as well as to prepare students for graduate study and secondary school teaching.

## REQUIREMENTS FOR A MAJOR

*Prerequisite*—Fren 20.

*Upper Division Requirements*—Fren 50, 51, 61, 62, 63, 80, 81; and 9 additional credits in Directed Studies (90, 91, 92).

## REQUIREMENTS FOR A MINOR

*Prerequisite*—Fren 20.

*Upper Division Requirements*—Fren 50, 51, 61, 62, 63.

## REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in French, Fren 80, Ed 60D, and required professional education courses.

## COURSE DESCRIPTIONS

- 1f-2w-3s. **Beginning French.** Designed to give the student control over basic grammar, reading, and writing and to teach him to handle a simple conversation in French. (5 cr per qtr)
- 20f. **Intermediate French.** Practical grammar review with composition and reading of a variety of French authors. (5 cr; prereq 3 or  $\Delta$ )
- 50s. **Conversation.** Conducted in French. Helps the student having some previous training in the language to develop his oral-aural proficiency. (3 cr; prereq 20; not offered 1964-65)
- 51w. **Culture and Civilization.** Introduces the student to the past and present culture and civilization of France. (3 cr; prereq 20)
- 61f, 62w, 63s. **Survey of French Literature.** Conducted in French. A chronological study of French literature during the Middle Ages to 1300; from 1300 to 1850; and from 1850 to the present. (3 cr per qtr; prereq 20; not offered 1963-64)
- 80s. **Histoire de la langue française.** Conducted in French. A historical survey of the French language from the Vulgar Latin period to the present, including morphology, phonology, and syntax. (3 cr; prereq 20; not offered 1963-64)

**81w. Explication de textes.** Conducted in French. Designed to introduce the student to a critical approach to literature through extensive reading, analysis, and composition. (3 cr; prereq 20; not offered 1963-64)

**90f, 91w, 92s. Directed Studies.** Independent readings and research tailored to the needs of the individual student. (1-3 cr per qtr; prereq 20)

### German (Ger)

#### OBJECTIVES

The purpose of the program in German is to offer the student as a part of his general education an introduction to the spoken and written language.

#### COURSE DESCRIPTION

**1f-2w-3s. Beginning German.** Gives a knowledge of the elements of grammar and the facility to read and write easy German. (5 cr per qtr)

### Spanish (Span)

#### OBJECTIVES

The purpose of the Spanish curriculum is to introduce the student to the study of the language, literature, and cultural backgrounds of Spanish-speaking countries. The courses are designed for general education as well as to prepare students for graduate study and secondary school teaching.

#### REQUIREMENTS FOR A MAJOR

*Prerequisite*—Span 20.

*Upper Division Requirements*—Span 50, 51, 61, 62, 63, 80, 82; and 9 additional credits in Directed Studies (90, 91, 92).

#### REQUIREMENTS FOR A MINOR

*Prerequisite*—Span 20.

*Upper Division Requirements*—Span 50, 51; and 9 additional credits in courses numbered 60 or above.

#### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in Spanish, Span 82, Ed 60D, and required professional education courses.

#### COURSE DESCRIPTIONS

**1f-2w-3s. Beginning Spanish.** Basic principles of grammar and syntax; reading and writing of simple Spanish prose; correct pronunciation and rudimentary conversation. (5 cr per qtr)

**20f. Intermediate Spanish Grammar.** A thorough and more detailed review of Spanish grammar with an emphasis on the reading, writing, and speaking of idiomatic Spanish. (5 cr; prereq 3)

**50s. Conversation.** Designed to give the student a high proficiency in the oral use of the language through topic discussions, oral reports, and situation dialogue. (3 cr; prereq 20; not offered 1964-65)

**51w. Culture and Civilization.** A cultural and historical study of Spain and its contribution to Western civilization from pre-Roman times to present day. (3 cr; prereq 20)

**61f, 62w, 63s. Survey of the Literature of Spain.** A view of the literary genres of Spain from the Middle Ages and Renaissance to the modern period with selected readings

of Spanish texts of the representative authors of these periods. (3 cr; prereq 20; not offered 1963-64)

**80w. History of the Spanish Language.** A historical approach to the evolution of the Spanish language, its grammar, syntax, and vocabulary from Vulgar Latin to the present-day Spanish of Spain and the New World. (3 cr; prereq 20; not offered 1963-64)

**82s. Advanced Grammar, Pronunciation, and Diction.** Designed to give the student a complete knowledge and mastery of the structural patterns of the language as well as a high degree of skill in the reading and writing of difficult material; comprehensive drills in the phonetics and the pronunciation of Spanish to enable the student to master the oral aspects of the language. (3 cr; prereq 20; not offered 1963-64)

**90f, 91w, 92s. Directed Studies.** (1-3 cr per qtr; prereq 20)

## MUSIC (Mus)

### OBJECTIVES

The purpose of the music curriculum is to combine the cultural goals of a liberal arts college with the artistic and professional requirements which are prerequisite to a successful career in music. Theoretical and practical courses are combined with a general education in such a way as to provide the music major the option of choosing a required program for secondary teaching or a program in pure music. Certain general courses are open to all University students and participation in the several musical organizations is strongly encouraged. Placement in the musical organizations is based upon individual auditions.

### REQUIREMENTS FOR A MAJOR

*Requirements*—Mus 1-2-3, 4-5-6, 30, 31, 32, 34-35-36, 55, 59, 76-77; 9 credits in student's major area from Mus 11-27; and 18 credits from Mus 42-45. All majors must participate in at least one of the musical organizations during each quarter while completing the degree requirements.

### REQUIREMENTS FOR A MINOR

*Requirements*—At least 25 credits, to include 1-2-3; and 10 or 34-35-36 (at least 2 quarters).

### REQUIREMENTS FOR TEACHER PREPARATION

*Vocal Area*—Major or minor in music; Ed 60G and 70D; required professional education courses; and Mus 11 and 59. It is recommended that Mus 11 be satisfied in a 3-quarter sequence with 1 credit per quarter. A student must register 3 times for Mus 59, preferably in successive years beginning with the sophomore year, earning 1 credit for each of the first 2 registrations and 2 credits for the third.

*Instrumental Area*—Major or minor in music; Ed 60G and 70D; required professional education courses; and Mus 11, 12, 59 (1 credit) and 65. Three credits of vocal work are required of instrumental majors—2 in Mus 12 and 1 in Mus 59.

### COURSE DESCRIPTIONS

**1f-2w-3s. Basic Music Theory.** Review of fundamentals, study of contrapuntal and harmonic techniques of the 18th century, detailed analysis of Bach chorale harmonizations, part writing in the chorale style, intensive drill in sight singing, dictation, and keyboard. (3 cr per qtr)

**4f-5w-6s. Advanced Music Theory.** A continuation of basic music theory with more advanced writing techniques and emphasis on analysis. (3 cr per qtr; prereq 3)

**10s. Introduction to Music.** A general survey to develop an intelligent understanding and appreciation of music. The course is designed for students not majoring in music. (5 cr)

**11-27fws. Applied Music.**

- 11—Piano (1 cr)
- 12—Voice (1 cr)
- 13—Violin (1 cr)
- 14—Viola (1 cr)
- 15—Cello (1 cr)
- 16—Double Bass (1 cr)
- 17—Flute (1 cr)
- 18—Oboe (1 cr)
- 19—Clarinet (1 cr)
- 20—Saxophone (1 cr)
- 21—Bassoon (1 cr)
- 22—Trumpet (1 cr)
- 23—French Horn (1 cr)
- 24—Trombone (1 cr)
- 25—Tuba (1 cr)
- 26—Percussion (1 cr)
- 27—Organ (1 cr)

- 30f. Instrumental Techniques—Woodwind.** A practical study designed to develop elementary playing skills and a basic teaching knowledge of the woodwind instruments. (2 cr)
- 31w. Instrumental Techniques—Brass and Percussion.** A practical study designed to develop elementary playing skills and a basic teaching knowledge of the brass and percussion instruments. (2 cr)
- 32s. Instrumental Techniques—Strings.** A practical study designed to develop elementary playing skills and a basic teaching knowledge of the stringed instruments. (2 cr)
- 34f-35w-36s. History of Music.** Musical styles and forms from all important periods with emphasis on their identification through listening practice. (3 cr per qtr; prereq 3)
- 42fws. Band.** Rehearsals and appearances cover standard band literature. Several appearances made each quarter. (1 cr; prereq  $\Delta$ )
- 43fws. Mixed Chorus.** Preparation of choral works for at least one public appearance each quarter and other special events. (1 cr; prereq  $\Delta$ )
- 44fws. Men's Chorus.** Preparation of choral works of distinctive nature for at least one public appearance each quarter and other special events. (1 cr; prereq  $\Delta$ )
- 45fws. Orchestra.** Wide range of orchestral literature performed. Several public appearances annually. (1 cr; prereq  $\Delta$ )
- 55f. Counterpoint.** Strict 16th-century and Bach-style counterpoint in 2 and 3 parts; writing of canons, motets, inventions, fugues. (4 cr; prereq 6)
- 59f. Choral Literature and Conducting.** Intimate contact with vocal materials and actual practice in conducting. (1-2 cr, total 4 cr)
- 65s. Orchestration and Conducting.** Theoretical study of orchestral and band instruments and special problems of scoring and arranging for large ensembles, combined with a study of the fundamentals and special problems of instrumental conducting. (3 cr)
- 66fws. Chamber Singers.** A small mixed vocal ensemble of select voices. Sacred and secular music from the 16th century to contemporary composers prepared for concert presentation. (1 cr; prereq  $\Delta$ )
- 67fws. Small Instrumental Ensembles.** Performance of chamber music of great composers; sonatas, trios, quartets, quintets, etc. (1 cr; prereq  $\Delta$ )
- 70f. Contemporary Harmonic Practice.** A practical study of 20th-century devices with an emphasis on analytical study. (3 cr; prereq 6)
- 76f-77s. Form and Analysis.** Key, harmonic, and form analyses of important contrapuntal and homophonic music. (2 cr per qtr; prereq 6)

**82fws. Composition.** Original work guided on an individual basis. (Cr ar)

**87s. Advanced Contrapuntal Techniques.** Eighteenth-century devices such as invertible counterpoint and fugue are studied. Emphasis on practical analysis of the works of Bach. (4 cr; prereq 55)

## PHILOSOPHY (Phil)

### OBJECTIVES

The purpose of the course offerings in philosophy is to introduce the student to the philosophical thinking of the past and present, and to help the student develop accurate methods of critical reflection and logical analysis.

### COURSE DESCRIPTIONS

- 1f. Problems of Philosophy.** Instruction, main fields of investigation, permanent problems, principal methods and schools of philosophy, historical and contemporary views. (5 cr; prereq soph)
- 2w. Logic.** Difference between logical and fallacious reasoning, functions and uses of language, rules of good definition and sound argument. (5 cr; prereq soph)
- 3s. Ethics.** Examination of the problems which arise when human beings attempt to think systematically about conduct and values, the problem of free will, and survey of historical views about the right and the good. (5 cr; prereq soph)
- 10s. Science and Religion.** Inquiry into the nature of science and religion as currently interpreted with an attempt to find grounds of conflict and/or reconciliation. (2 cr; prereq soph; not offered 1963-64)
- 53s. Philosophy of Science.** Logic of scientific inquiry in the natural and social sciences. Origin, development, and nature of the scientific mentality. Considerations of the metaphysical foundations and implications of the sciences. (3 cr; prereq jr; not offered 1963-64)
- 60f, 61w, 62s. History of Philosophy.** Survey of major developments in western philosophic thought from its beginning among the Greeks to the present. (5 cr per qtr; prereq jr)

## SPEECH (Spch)

### OBJECTIVES

The purpose of the speech curriculum is to implement the objectives of a liberal arts education by providing sound academic training for those preparing to continue in the fields of theater arts or public address and by helping to develop adult citizens who are articulate in any chosen profession. Course offerings in theater arts guide students toward an appreciation for and an ability to produce theater of worth. Public address offerings introduce students to the theory, practice, analysis, and evaluation of oral communication.

Classroom work in speech is correlated with a program of intercollegiate debate and forensics. In drama, the University's productions provide opportunities for student participation in the theater arts.

To meet the varied needs of students, the speech curriculum allows the student to choose either of two sequences (theater arts or public address) in pursuing a minor in speech.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—Spch 5, 31.

*Upper Division Requirements*—15 credits in courses numbered 50 or above.

## REQUIREMENTS FOR TEACHER PREPARATION

Minor in speech in either theater arts or public address sequences, Ed 60K, as well as required professional education courses.

A. Theater Arts Sequence—18 credits to include Spch 50, 72, 73, 78, 81.

B. Public Address Sequence—18 credits to include Spch 50, 53, 56, 81.

(Note: Students electing either sequence may take Engl 58 as an elective to fulfill the requirements.)

## COURSE DESCRIPTIONS

- 5fws. Fundamentals of Speech.** Development of basic skills in meeting a variety of speech situations, extemporaneous speaking, oral reading, discussion. Development of a basic understanding of the speech processes and forms. (5 cr)
- 9fw. Debate.** Open to all students interested in debating. (1 cr per qtr, maximum 3 cr; prereq C avg)
- 31f. Introduction to the Theater Arts.** Introduction to the history and theories of plays, playwrights, scenic artists, and architects. Introduction to the theater crafts through a theater practicum. (4 cr)
- 50w. Fundamentals of Acting.** An intensive course in the creative approach to characterization which emphasizes the student's development and use of his own imagination, skill, sensitivity, and insight for the creation of credible patterns of expression. (3 cr; prereq 31)
- 53f. Argumentation.** Theory and practice of the application of reflective thinking in the composition, analysis, and evaluation of speeches. (3 cr; prereq 5)
- 55f. Speech Writing and Platform Speaking.** Essentials of speech writing, organization, style. Presentation of speeches from manuscripts. (3 cr; prereq 5)
- 56s. Discussion.** Study of the principles and forms of group discussion as a method of problem-solving. Analysis, evidence, organization, participation, and leadership are considered. (3 cr; prereq 5)
- 72f. Play Production.** Study and practice in the scenic arts and crafts—stagecraft, design, lighting, costuming—for the educational theater. (3 cr; prereq 31)
- 73s. Stage Direction.** Study and practice in stage direction and play selection. Introduces the student to the work of a director as an artist, teacher, and executive in educational theater. (3 cr; prereq 31, 72)
- 78s. Advanced Acting.** Theory and practice in the styles and techniques of acting in plays from the major periods of the history of the theater. Emphasis is on general and specific techniques, movement, and voice. (3 cr; prereq 31, 50)
- 81w. Oral Interpretation.** An introduction to the theory of and practice in the oral interpretation of literature. (3 cr; prereq 5 or  $\Delta$ )

## *Division of Social Sciences*

### ANTHROPOLOGY (Anth)

#### OBJECTIVES

The purpose of the course offerings in anthropology is to introduce the student to the origins of man and his behavior as revealed through a study of his culture. They provide a foundation to the behavioral sciences.

#### COURSE DESCRIPTIONS

- 1f. Introduction to Anthropology.** Prehistoric man and culture. Origins of man and development of modern races. Growth and differentiation of the cultures of man from the

Stone Age of early glacial times through the Old and New Stone Ages to the dawn of civilization in the Bronze and Iron Ages. (5 cr; not offered 1963-64)

- 2w. **Introduction to Anthropology: Cultural Anthropology.** The varieties and range of human behavior as revealed through the study of "primitive" societies in all parts of the world. A scientific analysis is made of the ways in which "primitive man" organized his life. The course is directed toward a deeper and broader understanding of human capacities and purposes. (5 cr; not offered 1963-64)

## ECONOMICS AND BUSINESS (EB)

### OBJECTIVES

The purpose of the curriculum in economics and business is to provide the student with a basic understanding of how our economic system works together with a thorough and systematic training in fundamental business principles. The alert, successful businessman of today requires both a knowledge of business cycles, price determination, and other economic phenomena and a thorough understanding of administrative control, production, distribution, and finance.

The content and sequence of the courses listed below have been arranged into three areas of study.

Plan A (Accounting Emphasis)—Provides training in general business with additional emphasis in accounting fundamentals.

Plan B (Economics Concentration)—This program of courses is designed to prepare students for professional careers in economics and therefore includes courses necessary for students who plan to do graduate work in economics.

Plan C (Management Concentration)—This program of courses is designed to provide adequate training in fundamental business principles with an emphasis on management decisions.

### REQUIREMENTS FOR A MAJOR

*Prerequisites*—EB 1, 2, 3, 31.

*Upper Division Requirements*—

Plan A (Accounting Emphasis)—EB 32-33, 52, 55, 61-62-63; plus 6 additional credits in economics and business courses.

Plan B (Economics Concentration)—EB 51, 52, 55, 66, 71; plus 6 additional credits in Upper Division economics and business courses.

Plan C (Management Concentration)—EB 52, 55, 66, 86-87-88; plus 6 additional credits in Upper Division economics and business courses.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—EB 1, 2, 3.

*Upper Division Requirements*—EB 55, and 10 credits from 51, 52, 53, or 71.

### COURSE DESCRIPTIONS

- 1w. **Principles of Economics I.** An introduction to basic economic concepts and problems with emphasis on the mixed capitalistic enterprise system, business and labor organizations, national income, modern income determination, and fiscal and monetary policies. (5 cr; prereq soph)
- 2s. **Principles of Economics II.** An introduction to economic analysis with emphasis on supply and demand, theory of the firm, pricing factors of production, international trade, and current economic problems. (5 cr; prereq 1)

- 3f. Introduction to Business.** General survey of American business; provides an introduction to and background for additional study in economics and management. (3 cr)
- 11fw. Beginning Typewriting.** Correct typewriting techniques, arrangement of typewritten material in basic letter forms, manuscripts, and simple tabulation. (1 cr)
- 12ws. Intermediate Typewriting.** Knowledge and skills and letter arrangement, envelopes, carbons, tabulations, manuscripts, speed building. (1 cr; prereq 11 or 1 yr high school typewriting with speed of 30 words per min)
- 31f. Fundamentals of Accounting.** An introductory course presenting the basic accounting cycle, a critical look at accounting values, and the use of accounting data. Fundamentals of cost accounting, budgeting, and accounting systems as tools of business control will be included. The relationship of accounting with law and economics will also be stressed. (4 cr)
- 32w-33s. Fundamentals of Accounting.** A study of the basic elements of accounting, adjustments, closing entries, special journals; accounting for partnerships and corporations; preparation of special reports; accounting for inventory and depreciation; and interpretation of financial statements. (3 cr per qtr; prereq 31)
- 51w. Money and Banking.** A study of our monetary system; analysis of commercial bank operation; the economic role of financial institutions; powers of the Federal Reserve System and the Treasury; and monetary and fiscal policies for control of the business cycle. (5 cr; prereq 2)
- 52f. Intermediate Economic Theory.** An analytical approach to decision making by individual economic units under conditions of competition, monopoly, and monopolistic competition; the resulting allocation of resources among competing uses and the division of total output among industries, products, and firms; the role of government in influencing and regulating business decisions. (5 cr; prereq 2)
- 53s. Labor Economics.** A survey of trade unionism—history, philosophy and objectives, government, and labor legislation; collective bargaining—procedures and tactics, issues involved, and adjustment of disputes; economics of the labor market—employment and unemployment, wage determination, and standards of living. (5 cr; prereq 2)
- 55w. Income and Employment Theory.** A study of aggregate economic variables—total output, national income, total resources, and the general price level; provides a theoretical framework for the analysis of problems of inflation, unemployment, and economic growth; includes a discussion of government finance and expenditures, fiscal policy and administration of the national debt. (5 cr; prereq 2)
- 61f-62w-63s. Intermediate Accounting.** A detailed investigation of general financial accounting theory and practice with emphasis on the relationship of accounting to business management. (3 cr per qtr; prereq 33)
- 66f. Management Accounting.** Designed to develop insight into the quantitative problems of business; what cost information is important; and how this information can be used in making decisions. (4 cr; prereq 31)
- 71f. Economic Thought.** The origin and development of economic thought from the ancient Greeks to the present, concentrating primarily on the contributions of major economists associated with the classical, Austrian, and neoclassical schools of thought. (5 cr; prereq 2 or  $\Delta$ )
- 72s. International Economics.** A study of the economic basis for gain in international trade; historical development of theory and policy; population and capital movements; the exchange-rate policies; tariffs; international balance of payments; foreign aid and investment policies; and the Common Market. (5 cr; prereq 51 or  $\Delta$ )
- 81w. Business Law.** An introduction to legal thought as it relates to business. Basic law in contracts, negotiable instruments (notes, checks, etc.), business organizations, sales, etc., will be covered to enable the student to recognize legal prohibitions or problems that need legal advice. A brief description of our court system and court procedures is included. (5 cr; prereq 3 or  $\Delta$ )
- 84s. Business Finance.** A study of the financial methods and policies used by business firms during organization, operations, growth, and liquidation. Financial institutions and



markets, banks, insurance companies, stockbrokers, stockholders, and government loan agencies are considered to the extent that they are a source of business capital. (5 cr; prereq 31)

**86f-87w-88s. Management Principles and Decisions.** A study of the development of management and the techniques of making management decisions. The principles applicable to each of the areas of management (marketing, production, personnel, etc.) are studied as a basis for decisions. Course 88 will include a case study of a business firm for the purpose of evaluating the current operations and suggesting improvements. (3 cr per qtr; prereq 66)

**90f, 91w, 92s. Directed Study.** Provides an opportunity for the capable student to do research and carry on individual learning. (0-3 cr; prereq Δ)

## GEOGRAPHY (Geog)

### OBJECTIVES

The purpose of the course offerings in geography is to provide a basic understanding of the world distribution of geographic phenomena and to introduce the student to geographic tools and methods. The ability to intelligently use geographic tools, particularly maps, is essential for responsible citizenship and in many professions, notably teaching.

### COURSE DESCRIPTIONS

**1f. Geography of Natural Resources.** Physical characteristics and geographic distribution of the world's natural resources; major regional differences in the problems of physical resource development. (5 cr)

**41s. Geography of Primary Production.** Introductory economic geography with special emphasis on commodities of commercial significance. Particular attention is given to the world patterns of raw material occurrence and production, as well as to the associated centers of industrial fabrication. (5 cr)

## HISTORY (Hist)

### OBJECTIVES

The purpose of the curriculum in history is to provide the student with accumulated knowledge of the various transitions of man and his institutions during the past. Having acquired a "factual" foundation, the student is then expected to critically evaluate historical interpretations of previous and contemporary scholars. An understanding of history is indispensable for the individual as a member of society to comprehend his role in the contemporary world.

### REQUIREMENTS FOR A MAJOR

*Prerequisites*—Hist 11, 12, 13.

*Upper Division Requirements*—33 credits including Hist 50, 90, 91, 92.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—Hist 11, 12, 13.

*Upper Division Requirements*—15 credits.

### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in history, Ed 60E, as well as required professional education courses.

## COURSE DESCRIPTIONS

- 11f, 12w, 13s. **Europe and North America in the Modern Era.** An integrated and interpretive history of the Western world since 1500. 11: The Renaissance to 1715. 12: From 1715 to 1865. 13: From 1865 to the present. (5 cr per qtr)
- 20f, 21w, 22s. **American History.** A general introduction to American history. 20: European background to 1840. 21: From 1840 to 1898. 22: Twentieth-century America. (3 cr per qtr; offered 1963-64 only)
- 50f. **Ancient and Medieval History.** History of ancient Greece and Rome, and western Europe during the Middle Ages. (5 cr)
- 60f. **History of Modern Europe.** From the Renaissance to the outbreak of the French Revolution. (5 cr; prereq  $\Delta$ )
- 61w. **History of Modern Europe.** From 1789 to 1880. (5 cr; prereq  $\Delta$ )
- 62s. **History of Modern Europe.** From 1880 to the present. (5 cr; prereq  $\Delta$ )
- 70f. **American History.** Colonial and Confederation periods to 1789. Stress is placed upon religious and intellectual development. (5 cr; prereq  $\Delta$ )
- 71w. **American History.** From 1789 to 1898. Political, economic, social, and intellectual growth is emphasized. (5 cr; prereq  $\Delta$ )
- 72s. **American History.** From 1898 to the present. Historical continuity and change in modern America. (5 cr; prereq  $\Delta$ )
- 80w. **History of the Russian Empire.** The growth of Russia as a nation under the Tsars; development of institutions and policies to 1905. (3 cr; not offered 1964-65)
- 81s. **History of the Soviet Union.** The Bolshevik movement; overthrow of the Old Regime; establishment of the Soviet state; contemporary political and economic policies. (3 cr; not offered 1964-65)
- 82w. **History of Modern Sub-Saharan Africa.** Rival European imperialisms, comparative colonial systems, rise of Afro-nationalism. Includes the Republic of South Africa, German and British East Africa, the Congo, the Rhodesias, French and British West Africa, and the successor states. (3 cr; not offered 1963-64)
- 83s. **History of China.** China from the early dynasties to modern times; social and cultural institutions; impact of Westernization. (3 cr; not offered 1963-64)
- 90f, 91w, 92s. **Directed Study.** Methods and techniques of historical research; selected readings from the works of past and contemporary historians; and individual research problems. (0-3 cr; prereq  $\Delta$ )

## ORIENTATION (Orie)

- 1fw. **Study Skills.** Practical assistance to the student in developing efficient methods of study and concentration, organizing material, preparing for examinations, and improving reading ability. Attention to the orientation of students in their attitudes and motivation, and the relation of these to satisfactory performance. (1 cr)

## POLITICAL SCIENCE (Pol)

## OBJECTIVES

The purpose of the political science curriculum is to aid students in assuming the role of intelligent, active, and responsible citizens. It also prepares students for careers in the fields of professional activity associated with political science. Accordingly, three areas of concentration are offered to meet the individual needs of students—American government and politics, comparative government and international relations, and political theory.

**REQUIREMENTS FOR A MAJOR**

*Prerequisites*—Pol 5, A-B, and either 25 or 51.

*Upper Division Requirements*—30 credits.

The student concentrating in American government and politics should take Pol 52-53, 54, 55, 56; and 13 credits from the fields of comparative government and international relations, and political theory.

The student concentrating in comparative government and international relations should take Pol 71, 72, 73, 74; and 10 credits from the fields of American government and politics, and political theory.

The student desiring to specialize in political theory should take Pol 60, 61, 62; and 17 credits from the fields of American government and politics, and comparative government and international relations.

**REQUIREMENTS FOR A MINOR**

*Prerequisites*—Pol 5, A-B, 25.

*Upper Division Requirements*—15 credits.

**REQUIREMENTS FOR TEACHER PREPARATION**

Major or minor in political science, Ed 60J, and required professional education courses.

**COURSE DESCRIPTIONS**

- 5f. American Government and Politics.** Analysis of principles, organization, procedures, and powers of government in the United States. The federal system, national constitution, civil and political rights, party system; nature, structure, powers, and procedures of legislative, executive, and judicial departments of the national government. (5 cr)
- Aw-Bs. The State in the Modern World.** Introduction to political science. The scope and methods of study of forces and interests in politics, nature of the state and government, forms of government, electoral systems and party systems in the world, basic concepts of political science. Examination of the development, structure, and operation of the modern state with emphasis on nation-state totalitarian government and democratic government. (3 cr per qtr)
- 25s. World Politics.** Introduction to contemporary international politics, nationalism, imperialism, foreign policies of major powers. Elements of national power; forces affecting international relations, international conflicts, and techniques for their solution. (3 cr)
- 51w. State and Local Government.** Analysis of principles, organization, procedure, and function of state and local government in the United States. The states in the federal system; state constitutions and problems of revision; organization, powers, and functions of the legislative, administrative, and judicial branches of the state government. Municipal politics and administration in the United States. State and local relations. Special attention is given to the nature and working of politics in Minnesota. (5 cr; prereq 5 or Δ)
- 52f-53w. American Constitutional System.** Judicial interpretation of the constitution, separation of governmental powers, relation of state and national governments, control of interstate commerce, jurisdiction of courts. (3 cr per qtr; prereq 5 or Δ; not offered 1963-64)
- 54s. The Constitution and Civil Liberties.** A study of free speech, loyalty in a democratic state, citizenship, freedom of religion, rights of persons accused of crimes, and government's responsibility to protect persons from racial and religious discrimination, with special attention to the role of law and judges. (3 cr; prereq 5 or Δ; not offered 1963-64)
- 55f. Introduction to Public Administration.** Development of administrative organization; administration and the executive, legislative, and judiciary; principles of organiza-

- tion including line and staff relationships, the staff services of finance and personnel, formal and informal control. (5 cr; prereq 5 or  $\Delta$ )
- 56s. American Political Parties.** Organization, operation, and development of the American party system. Relations between national, state, and local organization, state and national committees, the convention system, the primary, campaign methods, and finance. (3 cr)
- 60s. Contemporary Political Ideologies.** Major currents of political theory from Marx to present: Marxism, socialism, syndicalism, anarchism, fascism, political ideologies of antidemocratic thought and totalitarian regimes. (3 cr; prereq  $\Delta$ ; not offered 1964-65)
- 61f. Development of Political Thought: Ancient and Middle Ages.** A survey of classical Greek thought, Plato and Aristotle, primitive natural law, Cynics and Stoics, theory in Roman Republic and Empire, early Christianity and the church fathers, moral theory and political theory, empire and church in ideology, Roman and canon law, St. Thomas, political thought in the 14th and 15th centuries. (5 cr; prereq  $\Delta$ ; not offered 1964-65)
- 62w. Development of Political Thought: Modern.** Machiavelli, theories during the Renaissance, Reformation, and the Counter Reformation. Early modern absolutism, the emergence of modern contract theory, the emergence of constitutionalism, liberalism, and utopianism. (5 cr; prereq  $\Delta$ ; not offered 1964-65)
- 71f. Governments and Politics of Europe.** An analysis of the major governmental systems of Europe; evolution, structure, and functioning of the political institutions of Great Britain and the Soviet Union. (5 cr; prereq  $\Delta$ ; not offered 1963-64)
- 72w. Governments and Politics of Asia.** A comparative analysis of the governments and politics of China, Japan, and India. Their international relations and foreign policies; traditional as well as contemporary forms of political behavior; nationalism and communism as political forces. (5 cr; prereq  $\Delta$ ; not offered 1963-64)
- 73f. International Law.** Relation of international law to individuals, states, international community, jurisdictional problems, survey of principles developed in diplomatic agents and consuls, treaties, arbitration, treatment of aliens, pacific settlement. War and hostile measures short of war, military occupation, war crimes, neutrality, collective security sanctions. (5 cr; prereq  $\Delta$ ; not offered 1964-65)
- 74w. International Relations and Organizations.** An examination of the nature of the national state system, of the forces affecting international relations, of the source of conflicts in international politics, and of their solution. General development and basic principles of world organization; principles, structures, methods, and actual operation of international governmental institutions; special attention to the United Nations and related agencies and to their evolution from the League of Nations system. (5 cr; prereq 25 or  $\Delta$ ; not offered 1964-65)

## PSYCHOLOGY (Psy)

### OBJECTIVES

The purpose of the curriculum in psychology is to provide an understanding of the application of the scientific method to the problems of the behavioral sciences, and to provide sufficient factual and theoretical background to promote a critical understanding of individual and social human behavior. The curriculum meets the needs of liberal arts students as well as students planning specialization in one of the fields of psychology at the graduate level.

### REQUIREMENTS FOR A MAJOR

*Prerequisites*—Psy 1, 2, Math 53.

*Upper Division Requirements*—30 credits, to include Psy 50-51-52, and 2 of the following sequences: 55-56, 60-61, 65-66.

REQUIREMENTS FOR A MINOR

*Prerequisites*—Psy 1, 2.

*Upper Division Requirements*—15 credits.

COURSE DESCRIPTIONS

- 1fw. General Psychology I.** Survey of methods and results in the study of the behavior of the whole man: the course of his development, the role of motivation, the organization of his personality, the nature of intelligence, and properties of social interaction. Required in a number of sequences in other areas. (3 cr)
- 2s. General Psychology II.** Survey of methods and results in the study of the behavior of organisms: sensation, perception, learning, motivation, emotion, and the higher mental processes. Includes rudiments of experimental method, statistical analysis, and psychological measurement. (3 cr)
- 25w. The Psychological Basis of Educational Processes.** A survey of the basic concepts and results in the areas of human learning and human development. (3 cr; may not be taken in addition to Psy I alone for general education credit in the social sciences)
- 50f-51w-52s. Motivation and Learning.** A systematic analysis of the motivational basis and the behavioral properties of animal and human learning. Includes physiological and ethological contributions to the theory of motivation and reinforcement. Examines the properties of conditioning reinforcement, inhibition, discrimination, generalization, thinking, and problem solving. (4 cr per qtr; prereq 2; 3 lect and 3 hrs lab per wk)
- 53s. Quantitative Methods in Psychology.** Introduction to the design and analysis of experiments, the analysis of variance, and the nature of psychophysical and psychological scales. (3 cr; prereq Math 53)
- 55f-56w. Sensation and Perception.** Psychophysical and psychological principles of hearing, vision, taste, touch, smell, kinesthesia, pain, and other somatic senses. Examination of their anatomical and physiological basis. (4 cr per qtr; prereq 2 and Math 53 or Psy 53; 3 lect and 3 hrs lab per wk)
- 60f-61w. Personality.** An examination of the empirical evidence concerning mechanisms and dynamics of personal organization, and a critique of contemporary theoretical positions in light of the data. (3 cr per qtr; prereq 1)
- 65w-66s. Differential Psychology.** Survey of methodology and research findings in the area of differential psychology, with special emphasis on their application to applied psychology, education, industry, and current social problems; topics include study of the range of human abilities, aptitudes, personality traits, age, sex, race, class differences, and effects of heredity and environment. (3 cr per qtr; prereq 1)
- 70f. Social Psychology.** The effect of group influences on individual behavior, and the contribution of individual characteristics to the dynamics of small groups. The nature and properties of attitude formation and change, influences on conformity and independence, role behavior, dynamics of group problem solving, and the role of communication and reinforcement in small group processes. (3 cr; prereq 1, 2, and either Math 53 or Psy 53)
- 80s. Abnormal Psychology.** Survey of the current theoretical and research findings aimed at understanding the nature of disordered or socially deviant behavior. Etiology and symptom patterns of major varieties of abnormal psychological mechanisms of adjustment are discussed. (3 cr; prereq 61)
- 90f, 91w, 92s. Directed Study.** Individualized instruction for advanced undergraduates. Specific content and manner of instruction will depend on the interests and enthusiasms of students and staff. It is expected that three kinds of activity will be subsumed under this course: (a) individual research and reading projects in selected areas, under the supervision of staff members; (b) a seminar on history and systems of psychology as an empirical science; and (c) seminars concerned with the exploration in depth of topics of current interest, to be announced. (0-3 cr per qtr; prereq 1, 2, Math 53, and  $\Delta$ )

## SOCIOLOGY (Soc)

### OBJECTIVES

The purpose of the curriculum in sociology is to acquaint the student with materials, especially of an empirical nature, having to do with the "natural groups" of his society and the relationship of individuals to these groups.

To meet the general needs of the student in sociology, two special sequences (i.e., general and pre-social work) are offered which will prepare him for essentially different careers.

The general sequence is recommended for a terminal liberal arts major as well as preparation for graduate work in sociology and secondary school teaching.

The pre-social work sequence is recommended as preparation for graduate work in schools of social work as well as preferred preparation for some beginning positions in social welfare agencies.

### REQUIREMENTS FOR A MAJOR

#### General Sociology Sequence

*Prerequisites*—Soc 1, 3, either 2 or 14, and Math 53.

*Upper Division Requirements*—Soc 60, 65, 70-71, 75, 80, 81; and 3 credits in either Soc 53 or 55.

#### Pre-Social Work Sequence

*Prerequisites*—Soc 1, 3, either 2 or 14, Pol 5, Psy 1-2, and Math 53.

*Upper Division Requirements*—Soc 50, 51, 53, 55, 60, 70-71, 80.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—Soc 1, and 3 credits from 2, 3, or 14.

*Upper Division Requirements*—21 credits to include Soc 60, 70-71.

### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in sociology, Ed 60J, as well as required professional education courses.

### COURSE DESCRIPTIONS

- 1f. **Man in Modern Society.** Characteristics of human group life. Analysis of factors associated with development of human group life and man's social environment; the structure of the social environment and its influence upon the individual's behavior. (3 cr)
- 2w. **The American Community.** Sociological analysis of modern American society. Topics emphasized will be the characteristics and distribution of population, urban-rural differences, social factors in business and governmental systems, occupational groups, the determination of social status, ethnic communities, and an analysis of mass culture. Attempts to familiarize the student with current research methods. (3 cr; prereq 1)
- 3s. **Social Problems.** A survey course in contemporary social problems with special emphasis on personal demoralization and social disorganization. An analysis of the role of society's value pattern in bringing about social problems will be made. (3 cr)
- 14w. **Rural Sociology.** Presentation of factual data necessary to an understanding of problems of rural life. (3 cr; not offered 1964-65)
- 50f. **An Introduction to the Theory and Practice of Social Work.** A survey of social service with consideration of areas of social needs, social agencies, their purpose and function, and the philosophy and methodology of social work practice. (3 cr; prereq 3)

- 51w. Social Work Methods.** Introduction to the concepts and methodology of social work practice. (3 cr; prereq 50 or  $\Delta$ )
- 52s. Introduction to Public Welfare.** Function of government in the field of welfare services. (3 cr; prereq 50 or  $\Delta$ ; not offered 1964-65)
- 53s. Theories of Criminal and Delinquent Behavior.** Survey of the field of criminology. Evaluation of theories dealing with criminal and delinquent behavior. Analysis of treatment of offenders and prevention of crime. (3 cr; not offered 1963-64)
- 55s. Social Control of Deviant Behavior and Conflict.** Analysis of the concepts of deviant behavior and conflict; and their role in social change. Such problems as minority group conflict and labor-management conflict will be evaluated. (3 cr; not offered 1963-64)
- 60f. Social Psychology.** Research and theory regarding the relation of the individual to social groups. Emphasis on socialization processes; effects of social interaction and isolation; cultural influence and its limits; mass behavior and the effects of extreme social situations, conflict, and rapid cultural change upon the individual. Specific methods for acquiring knowledge in social psychology will be discussed. (5 cr)
- 65w. Culture and Personality.** The role of culture in the formation of personality. Problems of individual adjustments to the demands of culture. Basically a psychological approach will be emphasized. Evidence will be gathered from diverse cultures. (3 cr; prereq 60 or 9 cr in sociology, anthropology, or psychology, not offered 1964-65)
- 70f-71w. Social Organization.** Theories dealing with the organization and structure of social groups. Analysis of small and medium social organizations such as the family and bureaucracies will be emphasized in 70. Large-scale social organizations such as cities will be evaluated in 71. (5 cr; not offered 1963-64)
- 75f. Population Trends and Problems.** This course will examine the cultural causes and effects of population changes with particular emphasis upon birth rates, death rates, and migration. Problems of prediction will be noted. Special topics will include the dimensions of the labor force, the effects of governmental population policies in various countries, and the part population trends play in power politics. (3 cr; not offered 1964-65)
- 80s. Analytical Social Theory.** An examination of the major types of sociological theory and their particular criticisms and dilemmas. (3 cr; prereq 1; not offered 1964-65)
- 81s. Methods of Social Research.** A survey of current methodological approaches used in the behavioral sciences, and their limitations and advantages upon application to specific types of problems. (3 cr; prereq 1; not offered 1964-65)
- 90f, 91w, 92s. Directed Study.** Research; field experience (when feasible) for Upper Division general sociology and pre-social work majors. (0-3 cr per qtr; prereq  $\Delta$  for research, 50 and  $\Delta$  for field experience)

*Note:* Courses numbered 50 and above are open to sophomores who have a C average unless other specific requirements are indicated.

## SOCIAL SCIENCE

**Social Science Minor**—A special program to prepare students for teaching social studies courses in the secondary schools.

Since most students preparing for secondary education with majors in either history, political science, or sociology will likely be called upon to teach social studies courses requiring backgrounds in several other specialities, it is strongly recommended that they consider this special program leading to the social science minor. It should be noted that as the major area of emphasis varies, the requirements of the minor also change in order to provide the student with adequate background in the other social sciences.

**REQUIREMENTS FOR A MAJOR**

The student will select a major in history, sociology, political science, or physical education. For requirements, see the appropriate curriculum.

**REQUIREMENTS FOR A MINOR****Sociology Major**

Pol 5, 25, EB 1, 2, Hist 11, 12, 13; plus 5 additional credits in history.

**Political Science Major**

Hist 11, 12, 13, EB 1, 2, Soc 1, 3; plus 5 additional credits in history.

**History Major**

Geog 1, Pol 5, 25, EB 1, 2, Soc 3; plus 15 credits in political science or sociology.

**Physical Education Major**

Pol 5, 25, EB 1, 2, Hist 11, 12, 13, Soc 1, 3.

***Division of Science and Mathematics*****BIOLOGY (Biol)****OBJECTIVES**

The purpose of the curriculum in biology is to meet the following needs: (1) the provision of some knowledge of biology as part of a liberal arts curriculum; (2) the preparation of students for graduate study in the various subdisciplines of biology and related professional schools; (3) the preparation of secondary school biology teachers; and (4) the preparation of industrial biologists. It is believed that these objectives can best be attained by providing a co-ordinated basic curriculum in biology.

**REQUIREMENTS FOR A MAJOR**

*Prerequisites*—Biol 1, 2-3, Chem 4-5.

*Upper Division Requirements*—Biol 51, 52, 53, 54; plus a minimum of 8 credits in other biology offerings.

**REQUIREMENTS FOR A MINOR**

*Prerequisites*—Biol 1, 2-3.

*Upper Division Requirements*—15 credits, with approval of division chairman.

**REQUIREMENTS FOR TEACHER PREPARATION**

Major or minor in biology, Ed 60B, as well as required professional education courses. In lieu of 8 additional credits in the biology major, students are advised to take Biol 62 and 71. The recommended minor for teacher preparation is Biol 51, 52, 53.

**COURSE DESCRIPTIONS**

- 1f. Introduction to Biological Thought.** An introduction to scientific method, illustrated by a study of both classical and modern papers in biology. A study of the properties and problems of organisms, with illustrations from unicellular organisms and higher plants and animals. (3 cr; 2 lect and 4 hrs lab per wk)
- 2w-3s. Principles of Biology.** An introduction to organic maintenance and reproduction. A brief survey of plant and animal taxons. The study of the development of current the-



- ories of evolution and the relationship of organisms to their environment. (3-4 cr per qtr; prereq 1; 2 lect and 4 hrs lab per wk)
- 51f. Biological Maintenance.** (General Physiology) Consideration of principles of cellular physiology including physical and chemical organization of the cell, excitation and response, metabolism and correlative mechanisms of unicellular and multicellular organisms. (5 cr; prereq 3 and Chem 4-5; 3 lect and 6 hrs lab per wk)
- 52w. Biological Continuity.** (Genetics) An introduction to the principles and mechanisms of inheritance and variation, including cytological, statistical, and biochemical genetics, with some discussion of evolutionary theories and the genetic problems of man. (5 cr; prereq 51 or  $\Delta$ ; 4 lect and 3 hrs lab per wk)
- 53s. Biological Relationships.** (Ecology) A study of the relationship of organisms to each other and to their nonliving environment and a study of biogeography with special emphasis on North America. (5 cr; prereq 51 or  $\Delta$ ; 3 lect and 6 hrs lab or field study per wk)
- 54f. General Bacteriology.** An introduction to the morphology, physiology, taxonomy, genetics, and ecology of microorganisms. Lectures and laboratories dealing with isolation, identification and culture of microorganisms from air, milk, soil, and water. Lectures relating the science of bacteriology to industry and disease. (5 cr; prereq 10 cr in chemistry and 6 cr in biology or  $\Delta$ ; 3 lect and 6 hrs lab per wk)
- 60f. Plant Taxonomy.** Introduction to the taxonomy of flowering plants, with representative materials drawn largely from Minnesota flora. Families of plants and their relationship; floral structure; taxonomic terms; nomenclature; literature; methods of collection and identification. (3 cr; prereq 3 or equiv; 2 hrs lect and 4 hrs lab or field study per wk)
- 61w. Plant Morphology.** A study of the vegetative and reproductive structures, life histories, and phylogeny of vascular plants. (5 cr; prereq 3; 3 hrs lect and 6 hrs lab per wk)
- 62w. General Plant Physiology.** Introduction to plant physiology. Emphasis on fundamental principles requisite to understanding physiological phenomena encountered in higher land plants. Enzymes, respiration, fermentation, photosynthesis, mineral nutrition, water and solute metabolism, hormones, tropisms. (5 cr; prereq 51 or  $\Delta$ ; 3 hrs lect and 6 hrs lab per wk; not offered 1964-65)
- 70f. Invertebrates.** Review of invertebrate phyla with emphasis on structure and general classification. (3 cr; prereq 3; 2 hrs lect and 4 hrs lab per wk; not offered 1964-65)
- 71s. Comparative Vertebrate Anatomy.** A comparative study of vertebrate structure and form, with emphasis on ontogenetic and phylogenetic concepts. (5 cr; prereq 3; 3 hrs lect and 6 hrs lab per wk)
- 72w. Comparative Vertebrate Embryology.** An introduction to developmental biology, emphasizing vertebrate ontogeny and with special consideration given to the mechanisms of cellular differentiation and organogenesis. (5 cr; prereq 3; 3 hrs lect and 6 hrs lab per wk)
- 73s. General Entomology.** Structure, life histories, habits, and classification of various orders of insects. (3 cr; prereq 70; 2 hrs lect and 4 hrs lab per wk)
- 90f, 91w, 92s. Directed Studies in Biology.** (1-3 cr per qtr)

### PUBLIC HEALTH (H1th)

- 5ws. Personal and Community Health.** The study of individual and community health problems, normal body functions, and the causes and prevention of disease in the individual, family, and community. (3 cr)

### CHEMISTRY (Chem)

#### OBJECTIVES

The purposes of the course offerings in chemistry are threefold, namely: (1) to provide the chemistry background for the preprofessional programs of engineering,

home economics, medicine, dentistry, nursing; (2) to contribute to a better understanding of the physical sciences in the liberal arts education; and (3) to provide the foundation for further study for careers using chemistry in industry, research, or teaching.

#### REQUIREMENTS FOR A MINOR

Chem 4-5, 11, 65-66-67, 70.

#### COURSE DESCRIPTIONS

- 4f-5w. General Chemistry.** Introduction to chemistry from the standpoint of atomic structure; periodic properties of the elements and compounds derivable from structural considerations; laws governing the behavior of matter, theories of solution, acids, bases, and equilibrium. (5 cr per qtr; prereq course in high school algebra; 4 hrs lect and 3 hrs lab and 1 hr rec per wk)
- 11s. Semimicro Qualitative Analysis.** Laboratory work in systematic qualitative analysis of cations with lectures on solutions, ionization, chemical and physical equilibriums, oxidation and reduction, etc. (4 cr; prereq 5; 3 hrs lect and 4 hrs lab per wk)
- 65f-66w-67s. Elementary Organic Chemistry.** Discussion of classes of organic compounds, both aliphatic and aromatic, with some heterocyclic compounds. Laboratory work includes the preparation of typical substances. Similar to OrCh 61-62, 63, 64 on the Minneapolis Campus. (5 cr per qtr; prereq 12-15 cr in chemistry or  $\Delta$ ; 4 hrs lect and 4 hrs lab and 1 hr rec per wk)
- 70f. Organic Qualitative Analysis.** Elementary course. Reactions to typical functional groups and introduction to the methods of organic qualitative analysis. (4 cr; prereq 67 or  $\Delta$ )

### ENGINEERING GRAPHICS (EG)

#### OBJECTIVES

The purpose of the offering in engineering graphics is to provide the prerequisite for the pre-engineering sequence on the Morris Campus.

#### COURSE DESCRIPTION

- 14Af. Engineering Graphics.** Engineering representation and analysis of systems of projection; the co-ordinate system, graphical solution of space problems, intersections, and developments. Precision in graphics and techniques of sketching; pictorial projection systems, size description, standard and simplified practice applied to graphic communication. (4 cr; prereq solid geometry and Math 4; 3 hrs lect and 4 hrs lab per wk)

### GEOLOGY (Geol)

#### OBJECTIVES

The purpose of the course offerings in geology is to introduce the liberal arts student to that important scientific discipline which deals with the nature and development of the earth's structure, the forces which act upon the earth's crust and the results as shown in man's physical environment.

#### COURSE DESCRIPTIONS

- 1fw. Earth Features and Their Meaning.** Introductory course. General education elective. Explanation of the natural landscape as produced by such agents as the atmosphere, water, glaciers, volcanoes, and mountain-building forces acting on the materials of the earth. (3 cr)

- Afw. General Geology Laboratory.** Physical properties of common minerals and rocks; interpretation of topographic maps. (2 cr; prereq 1 or ¶)
- 2s. Historical Geology.** Résumé of the history of the earth and its inhabitants as recorded in the rocks, with special emphasis on North America. (3 cr; prereq 1)
- Bs. General Geology Laboratory.** Identification of fossils; interpretation of geologic maps. (2 cr; prereq 2, A or ¶2, ¶A)

## MATHEMATICS (Math)

### OBJECTIVES

The purpose of the curriculum in mathematics is to develop in the student competence in existing mathematical operations, abstract reasoning, and original thinking with the emphasis on reasoning and the solution of original problems. This will provide the basic background for students desiring to teach mathematics, enter graduate school, or obtain positions in applied mathematics or statistical fields.

### REQUIREMENTS FOR A MAJOR

*Prerequisites*—Math 3, 4; and/or math placement examination.

*Upper Division Requirements*—Math 50, 51, 52, 53, 60, 61, 62; 2 electives; and either 80 or engineering graphics.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—Math 3, 4; and/or math placement examination.

*Upper Division Requirements*—Math 50, 51; and 3 additional Upper Division courses in 2 different areas (abstract algebra, geometry, statistics, etc.).

### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in mathematics, Ed 60F, as well as required professional education courses.

### COURSE DESCRIPTIONS

- Xfw. Preparatory Mathematics.** Remedial elementary high school algebra preparatory to Math H for those students not qualified for college mathematics. (No cr; special fee required)
- Hfw. Higher Algebra.** Intermediate high school algebra. (No cr; prereq X or 1 yr elem high school algebra and satisfactory score in math placement test; special fee required)
- Tfws. Trigonometry.** Analytic trigonometry emphasizing identities, equations, and properties of the functions; right and oblique triangles with logarithmic computation; designed for students who have not completed high school trigonometry. (0 cr; prereq 1 yr elem high school algebra; special fee required; not offered 1963-64)
- 8w. Solid Geometry.** For students who did not take solid geometry in high school. Includes lines and planes in space, dihedral and polyhedral angles, prisms and cylinders, pyramids and cones, spheres and spherical polygons. (No cr; prereq 1 yr high school plane geometry; special fee required)
- 2fws. College Algebra and Trigonometry.** Review of the more advanced topics of higher algebra—factoring, fractions, linear equations and systems in one or more unknowns, determinants of under 2 and 3, graphing, exponents, radicals, ratio, proportion, variation, quadratic equations in 1 and 2 unknowns, and conics in simplest position. Also includes trigonometry emphasizing identities, equations, properties of functions, and right and oblique triangles. (5 cr; prereq plane geometry or  $\Delta$  and either H or high school higher algebra and satisfactory score on math placement test; will no longer be offered beginning fall 1964)

- 3fws. College Algebra.** Includes binomial theorem, progressions, inequalities, complex numbers, theory of equations, computation and logarithms, probability, mathematical induction, determinants, partial fractions, and infinite series. (5 cr; prereq 2 or  $\Delta$  and satisfactory score on proficiency exam)
- 4fs. Analytic Geometry and Calculus I.** First course in a basic sequence in calculus and analytic geometry. Straight line, simple conics, derivatives of elementary functions; curve tracing; maxima and minima; differentials, velocity, acceleration, and related rates; differentiation of direct trigonometric, logarithmic, and exponential functions. Integration involving transcendental functions and their applications. (5 cr; prereq 3 or  $\Delta$  and satisfactory score on proficiency exam)
- 50f. Analytic Geometry and Calculus II.** Conic sections in standard and general form, locus problems; higher plane curves and application of derivative in curve tracing; differentiation of transcendental functions, derivatives and integrals with polar coordinates; techniques of integration; application of definite integrals. (5 cr; prereq 4)
- 51w. Analytic Geometry and Calculus III.** Integration of rational functions, approximate integration length of arc and area of surfaces of revolution; introduction to solid analytic geometry; partial differentiation, multiple integrals with application to geometry and mechanics. (5 cr; prereq 50)
- 52s. Calculus IV and Differential Equations.** Hyperbolic functions, infinite series, expansion of functions; ordinary differential equations with applications to physical sciences. (5 cr; prereq 51)
- 53ws. Introduction to Statistics I.** Designed to provide students with a basic knowledge of the scope, nature, tools, language, and interpretation of elementary statistics, gathering and recording data; constructing statistical tables, graphic representation of statistical information; mean, median, mode, percentile; measures of variation; the normal curve and sampling; correlation; tests of significance. (5 cr; prereq high school algebra, H, or  $\Delta$ )
- 60s. Probability and Statistics II.** Continuation of introduction to statistics. (3 cr; prereq 53 and Math 4)
- 61f. Modern Algebra I.** Definitions and elementary theory of groups, rings, and fields. 3 cr; prereq Math 4 or  $\Delta$ )
- 62s. Modern Algebra II.** Boolean algebra and applications, linear algebra including vectors, matrices, vector equations, and inequalities. (3 cr; prereq Math 4 or  $\Delta$ )
- 65w. Introduction to Programming Modern Digital Calculators.** Number systems—general theory and conversion from one base to another and complement arithmetic; machine organization, memory control registers and arithmetic; elementary coding; scaling, fixed point and floating point operations; non-arithmetic operations; input-output procedures and peripheral equipment; subroutines, subroutine assembly equipment, assemblers, compilers and systems programming; assembly and checkout of complete programs. (3 cr; prereq 4 or 53)
- 80w. College Geometry.** Selected topics from Euclidean geometry, non-Euclidean geometries, finite geometry, and projective geometry. (3 cr; prereq Math 4 or  $\Delta$ )
- 81w. History of Mathematics.** Trends and developments in mathematics from the ancients to modern man. (3 cr)
- 82s. Number Theory.** Properties of whole numbers. Topics included are Euclidean algorithm, divisibility, prime numbers, congruences, etc. (3 cr; prereq Math 4 or  $\Delta$ )
- 83f, 84w, 85s. Advanced Calculus.** Real number system, limits and continuity, point sets, functions of several variables, partial differentiation and applications, implicit functions, Jacobians, transformations and mappings, vectors, line and surface integrals, theory of integration, Riemann-Stieltjes integral, uniform convergence, power series, improper integrals, Fourier series, special functions. (3 cr; prereq 52)
- 90f, 91w, 92s. Directed Studies in Mathematics.** (1-5 cr)

## PHYSICS (Phys)

### OBJECTIVES

The purposes of the course offerings in physics are to contribute to a better understanding of the physical sciences in the modern world, to provide the physics background for the preprofessional areas of engineering and medicine, and to provide the foundation for further study for careers using physics in industry, research, or teaching.

### REQUIREMENTS FOR A MINOR

*Prerequisites*—Phys 11-12-13, 14.

*Upper Division Requirements*—Phys 50, 51.

### REQUIREMENTS FOR TEACHER PREPARATION

Minor in physics, Ed 60H, as well as required professional education courses.

### COURSE DESCRIPTIONS

- 11f. General Physics.** Kinematics and classical dynamics. (5 cr; prereq ¶Math 2 or  $\Delta$ ; 4 hrs lect, 1 hr quiz, 2 hrs rec per wk)
- 12w. General Physics.** Mechanics, heat, elementary kinetic theory. (5 cr; prereq 11, ¶Math 3; 4 hrs lect, 1 hr quiz, 2 hrs lab per wk)
- 13s. General Physics.** Wave motion, sound, geometrical and physical optics. (5 cr; prereq 12, ¶Math 4; 4 hrs lect, 1 hr quiz, 2 hrs lab per wk)
- 14f. General Physics.** Electricity and magnetism. (5 cr; prereq 13, ¶Math 50; 4 hrs lect, 1 hr quiz, 2 hrs lab per wk)
- 50w. Intermediate General Physics.** Introductory course in modern physics including elements of kinetic theory and atomicity of matter. (5 cr; prereq 14, ¶Math 51; 4 hrs lect, 1 hr quiz, 2 hrs lab per wk)
- 51s. Intermediate General Physics.** Elementary nuclear physics, wave motion, and wave phenomena. (4 cr; prereq 50, ¶Math 52; 4 hrs lect and 1 hr quiz per wk)

## Division of Education

### EDUCATION (Ed)

#### OBJECTIVES

As part of its function as a liberal arts college in western Minnesota the University of Minnesota, Morris must make provisions for the training of students who wish to become either elementary or secondary school teachers.

The requirements for majors and minors in the various academic disciplines for prospective secondary school teachers have been designed to insure the kind of comprehensive and intensive training necessary for the teaching of the disciplines.

The requirements for elementary majors will allow the student to become familiar with the total elementary school curriculum and will provide the intensive training necessary to become an effective elementary teacher.

The Division of Education offers courses to complete the training of students interested in becoming teachers by providing them with an understanding of human growth and development, the nature of the learning process, and the principles and methods of teaching and by providing them with practical training in these areas.

**REQUIREMENTS FOR SECONDARY CERTIFICATION**

Students planning to teach in the secondary schools of Minnesota must meet the certification requirements of the State Board of Education. At the University of Minnesota, Morris the program designed to meet these requirements is as follows:

1. Completion with a grade point average of at least 2.50 (C+) of an academic major. (All majors at the University of Minnesota, Morris exceed the minimum of 36 credits required by the State Board of Education.)††
2. Completion with a grade point average of at least 2.00 (C) of an academic minor. (All minors at the University of Minnesota, Morris exceed the minimum of 23 credits required by the State Board of Education.)‡‡
3. Completion of a minimum of 27 credits in professional education which must include Ed 50-51-52, a methods course in both the major and minor fields (Ed 60, 69, and 80).

**REQUIREMENTS FOR ELEMENTARY CERTIFICATION**

Students planning to teach in the elementary schools of Minnesota must meet the certification requirements of the State Board of Education. At the University of Minnesota, Morris the program designed to meet these requirements is as follows:

1. Completion with a grade point average of at least 2.50 (C+) in the elementary education major. The elementary education major consists of 50 credits including the following: Ed 50, 53, 54, 70A, 70B, 70C, 70D, 70E, 70F, 70G, 70H, 75, 76, 79, and 80. This program meets the minimum standard of the Minnesota State Board of Education.
2. Completion with a grade point average of at least 2.00 (C) of the Upper Division general education requirement.

**ADDITIONAL REQUIREMENTS**

It is recognized that not all students, by reason of academic competence, physical health, interest, and temperament, are well suited to fulfilling the intellectual, physical, and emotional demands of the teaching profession. For this reason, in addition to the requirements listed above, students wishing to pursue the professional education program will be required to have the continued approval of the Faculty Committee on Teacher Education. Suitability of the student for the teaching profession will be periodically reviewed as he progresses through the program. The criteria for evaluation will be: general academic competence, proficiency in oral and written communication, physical health, emotional stability, and social adjustment. Evaluation procedures will include classroom observations, personal interviews, and physical and psychological examinations. Students possessing disqualifying traits will be guided toward remedial action or advised against entering the teaching profession.

**COURSE DESCRIPTIONS**

**50f. Introduction to Education.** Introductory course required of all students who plan to teach; basic orientation to public school teaching; the role of the school in the American society; consideration of critical educational issues; and consideration of teaching as a profession. (3 cr)

**51w-52s. Introduction to Secondary Education.** The basic sequence required of all students who plan to teach in secondary schools; introduction to principles and practices un-

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†† Teaching majors available at the University of Minnesota, Morris include: art, biology, English, French, history, mathematics, music, political science, physical education, sociology, and Spanish.

‡‡ Teaching minors available at the University of Minnesota, Morris include: art, biology, chemistry, English, French, history, mathematics, music, physical education, physics, political science, sociology, social sciences, Spanish, and speech.

derlying teaching methods, curriculum and administration; introductory educational psychology stressing application to secondary education of concepts in child development, individual differences, psychology of learning and tests and measurements; introduction to basic practices in instructional methods, programmed learning materials, and course evaluation. (3 cr for 51, 5 cr for 52; prereq Psy 25 or equiv for 52)

**53w-54s. Introduction to Elementary Education.** The basic sequence required of all students who plan to teach in the elementary schools; introduction to principles and practices underlying teaching methods, curriculum, and administration; introductory educational psychology stressing application to elementary education of concepts in child development, individual differences, psychology of learning and tests and measurements; introduction to basic practices in instructional methods, programmed learning materials, and course evaluation. (3 cr for 53, 4 cr for 54; prereq Psy 25 or equiv for 54)

**60w. Methods of Teaching in the Secondary School.** Objectives, curriculum, special methods, materials, and evaluation applied to the teaching of subject matter areas in the secondary school. Prospective secondary teachers are expected to complete a methods course in both their major and minor fields. (Prereq 52)

- 60A. Art. (3 cr)
- 60B. Biology. (3 cr)
- 60C. English. (3 cr)
- 60D. Foreign Language. (3 cr)
- 60E. History. (3 cr)
- 60F. Mathematics. (3 cr)
- 60G. Music. (3 cr)
- 60H. Natural Science. (3 cr)
- 60I. Physical Education. (3 cr)
- 60J. Social Science. (3 cr)
- 60K. Speech. (3 cr)

**69w. Directed Student Teaching in the Secondary School.** Observation, tutoring, assisting, and teaching in area high schools under the direct supervision of the high school and University faculty. In addition to the practicum period spent in the high school, students will be expected to participate in a series of student teaching seminars on the Morris Campus. (8 cr; prereq completion of methods courses in major and minor areas)

**70. Methods of Teaching in the Elementary School.** Objectives, curriculum, special methods, materials, and evaluation applied to the teaching of subject matter areas in the elementary school. Prospective elementary teachers are expected to take the entire Ed 70 sequence. (Prereq 54)

- 70A. Art. (2 cr)
- 70B. Language Arts. (3 cr)
- 70C. Mathematics. (3 cr)
- 70D. Music. (2 cr)
- 70E. Physical Education. (2 cr)
- 70F. Reading. (3 cr)
- 70G. Science. (3 cr)
- 70H. Social Studies. (3 cr)

**75w. Children's Literature.** Survey of literature written for children; consideration given to determination of criteria for the selection of children's books; and consideration of the use of literature in the elementary classroom. (3 cr)

**76s. Learning Difficulties.** Consideration of the diagnosis and treatment of learning difficulties at the elementary school level. Emphasis on arithmetic and reading. (3 cr; not offered 1963-64)

- 79w. Directed Student Teaching in the Elementary School.** Observation, tutoring, assisting, and teaching in area elementary schools under the direct supervision of the elementary school and University faculty. In addition to the practicum period spent in the elementary school, students will be expected to participate in a series of student teaching seminars on the Morris Campus. (10 cr; prereq sr)
- 80s. History and Philosophy of Education.** A study of the historical and philosophical development underlying current educational problems and practices; concerned with important educational theories, epistemological concepts, education aims, and sociological and ethical implications. (3 cr)
- 90f, 91w, 92s. Directed Studies.** (1-3 cr per qtr; prereq Δ)

## HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION EDUCATION, AND ATHLETICS (PE)

### OBJECTIVES

The purpose of the curriculum in physical education is to prepare men and women for administering and teaching health education, physical education, recreation education, and interschool athletics. Students who complete the major curriculum will meet the Minnesota requirement for secondary school teaching.

Prospective secondary school athletic coaches who have not majored in the field must complete the minor in order to qualify for certification to coach in Minnesota.

To qualify for work in recreation programs which use school facilities, students should take PE 25, 86, and 87.

Nonprofessional students may elect to take professional skills courses.

Students who major in the field are strongly urged to take Biol 1, 2, and 3 to fulfill their general education requirements.

### REQUIREMENTS FOR A MAJOR

#### Men

*Prerequisites*—PE 5, 20.

*Upper Division Requirements*—PE 70, 71, 73, 75, 77, 81, 82, 83, 84, 85, 86. Eight credits from PE 60, 61, 62, 63, 64. Twelve credits in selected skills courses as approved by staff.

#### Women

*Prerequisites*—PE 5, 20.

*Upper Division Requirements*—PE 50, 52, 54, 58, 70, 71, 73, 77, 81, 82, 83, 84, 86; and 12 credits in selected skills courses as approved by staff.

### REQUIREMENTS FOR A MINOR

#### Men

*Prerequisites*—PE 5, 20.

*Upper Division Requirements*—PE 70, 71, 75, 81, 83, 85. Four credits from PE 60, 61, 62, 63, 64. Eight credits in selected skills courses as approved by the staff.

#### Women

*Prerequisites*—PE 5, 20.

*Upper Division Requirements*—PE 58, 70, 73, 81, 83. Five credits from PE 50, 52, 54. Eight credits in selected skills courses as approved by staff.

### REQUIREMENTS FOR TEACHER PREPARATION

Major or minor in the field, Ed 63 or 64, and required professional education courses.



## COURSE DESCRIPTIONS

**Professional Skills Courses for Men and Women**

Courses required for *men only* are indicated by (M) and for *women only* by (W). Major students must select 2 courses each from PE 1, 2, and 3 areas and 6 courses from PE 4 area with adviser approval. Each course meets twice per week for 1 hour of credit.

*Rhythms*

- 1A. Social Dance
- 1B. Folk and Square Dance
- 1C. Beginning Modern Dance (W)
- 1D. Advanced Modern Dance (W)

*Aquatics*

- 2A. Beginning and Intermediate Swimming
- 2B. Advanced Swimming
- 2C. Senior Lifesaving
- 2D. Water Safety Instructor

*Team Sports*

- 3A. Flag Football and Basketball (M)
- 3B. Speedball and Basketball (W)
- 3C. Soccer and Volleyball (M)
- 3D. Soccer and Volleyball (W)
- 3E. Softball (M)
- 3F. Softball (W)

*Individual and Dual Sports*

- 4A. Archery and Badminton
- 4B. Bowling
- 4C. Golf
- 4D. Winter Sports
- 4E. Stunts, Tumbling, and Trampoline
- 4F. Tennis
- 4G. Track and Field
- 4H. Weight Training and Wrestling (M)
- 4I. Recreational Games
- 4J. Exercise and Posture

**Professional Theory Courses for Men and Women**

Courses required for *men only* are indicated by (M) and for *women only* by (W)

**HEALTH EDUCATION**

- 5fw. **First Aid.** Lectures, demonstrations, and practical work in emergencies, and first aid. Special emphasis on prevention of accidents. American Red Cross Standard and Advanced certificate in First Aid awarded upon successful completion of the course. (1 cr)

- 75f. Prevention and Care of Injuries (M).** The conditioning of athletes for interschool sports, safety measures, care and prevention of injuries in sports and other physical activities and practical work in the athletic training room. (2 cr; prereq senior, PE 70, 71)
- 84f. Organization and Administration of School Health Education.** The development of elementary and secondary school health education programs. Includes health problems of school age youth, health services, health instruction, and healthful school living. (3 cr; prereq sr)

#### PHYSICAL EDUCATION AND ATHLETICS

- 10fws. Varsity Sports.** Participation on an intercollegiate athletic team. To receive credit students must make the team and meet the eligibility requirements of the college. Maximum of 2 credits may be earned to satisfy 1 course requirement from PE 3 and 1 course requirement from PE 4, professional skills courses. Maximum of 6 credits can be applied toward graduation requirements. (1 cr)
- 20fs. Introduction to Physical Education.** A study of the total concept of health education, physical education and athletics, recreation education, and the vocational opportunities in the field. (3 cr)
- 50f. The Teaching of Team Sports (W).** The history, skills, strategy, rules, and special techniques of each sport. (3 cr)
- 52fw. The Teaching of Dance (W).** The development of skills required for the teaching of social, folk, square, and creative dance. (2 cr)
- 54s. The Teaching of Individual and Dual Sports (W).** The development of skills for the teaching of archery, badminton, bowling, golf, tennis, and track and field. (3 cr)
- 58s. Organization and Administration of Women's Intramurals (W).** The principles, programming, policies, and facilities for developing a program of intramurals. (3 cr)
- 60s. Track and Field Coaching (M).** A study of the techniques for all track and field events, history, methods of coaching, practice and meet organization, strategy, rules, and officiating. (2 cr)
- 61w. Basketball Coaching (M).** The history and theory of the game, offense and defense formations, strategy, practice and game organization, officiating, rules, and techniques of coaching each position. (2 cr)
- 62s. Baseball Coaching (M).** The study of the history and theory of the game, techniques of coaching each position, rules, batting, practice and game organization, strategy, and officiating. (2 cr)
- 63f. Football Coaching (M).** The history and theory of the game, offense and defense formations, strategy, practice and game organization, officiating, rules, and techniques of coaching each position. (2 cr)
- 64w. Wrestling Coaching (M).** The history and theory of the sport, techniques, practice and meet organization, officiating, rules, strategy, and techniques of coaching holds and escapes. (2 cr)
- 70f. Applied Anatomy and Kinesiology I.** A study of the human body structure, emphasizing bones, nerves, muscles and their significance in physical activity. (3 cr)
- 71w. Applied Anatomy and Kinesiology II.** Practice and study of the scientific principles of movement and the analysis of movement in sports and other physical activities. (3 cr; prereq 70)
- 73s. Human Physiology and Physiology of Exercise.** A study of the human body organ systems and the physiological changes in these systems which result from physical activity. (4 cr; prereq 70)
- 77s. Adapted Physical Education.** Philosophy, principles, and techniques of adapting the physical education program to meet the needs of handicapped pupils. (2 cr; prereq sr, 70, 71)

- 81w. **Principles and Curriculum in Physical Education.** The study of the foundational principles, history, and philosophy of the field and the development of elementary and secondary school curriculums. (5 cr; prereq PE 20)
- 82f. **Evaluation in Physical Education.** A study of the procedures used in the field to determine teaching and program effectiveness. Includes tests and measurements. (3 cr; prereq sr)
- 83s. **Organization and Administration of Physical Education.** The principles of administration, program co-ordination, student leaders, budget making, facilities, finance, purchase and care of equipment and supplies, liability, office management, and public relations. (2 cr)
- 85f. **Organization and Administration of Men's Intramurals and Varsity Athletics (M).** The principles, staff, policies, facilities, and procedures for developing these programs. (2 cr)
- 90f, 91w, 92s. **Directed Studies.** An individual, written study which should involve original and integrative (empirical and library) research. Approval of the study by the adviser is required. (0-3 cr)

#### RECREATION EDUCATION

- 25ws. **Introduction to Recreation Education.** A study of the theory of leisure, principles for guiding programs, and philosophy of recreation. (2 cr)
- 86s. **Organization and Administration of Community Recreation.** The development of summer and year-around recreation programs for children, youth, and adults. (3 cr; prereq sr)
- 87fws. **Recreational Leadership.** The application of leadership in all aspects and levels of recreation. Includes practical leadership experiences. (3 cr; prereq sr)

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