

# University of Minnesota Bulletin



1983-85



UNIVERSITY OF MINNESOTA

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Nicholson Hall, which houses the main administrative offices of the General College, is located at 216 Pillsbury Drive S.E., Minneapolis, MN 55455.

*Cover Photos: Front, Nicholson Hall  
Back, Dean Lupton congratulates a graduate at commencement*

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# GENERAL COLLEGE

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This biennial bulletin, the basic source of information about the General College, should be kept handy for repeated reference. In addition, students should be aware of these resources:

**Class Schedule**—This quarterly publication lists University day school courses complete with hours, rooms, instructors, prerequisites, registration instructions, fees, maps, final exam schedules, grading definitions, and other valuable information.

**Other Bulletins**—The *General Information Bulletin* provides an overview of University policies. Evening and summer courses are featured in the *Continuing Education and Extension Classes Bulletin* and *Summer Session Bulletin*, respectively. Separate bulletins are also published for other University colleges. Most may be obtained by visiting the Information Booth on the upper concourse of Williamson Hall or by calling 373-2153.

### Bulletin Use

The contents of this bulletin and other University bulletins, publications, or announcements are subject to change without notice. University offices can provide current information about possible changes.

### Equal Opportunity

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, creed, color, sex, national origin, or handicap. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972, by Sections 503 and 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Lillian H. Williams, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, University of Minnesota, 100 Church Street S.E., Minneapolis, MN 55455 (612 373-7969), or to the Director of the Office of Civil Rights, Department of Education, Washington, DC 20202, or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, DC 20210.

### Access to Student Educational Records

In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, telephone number, dates of enrollment and enrollment termination, college and class, major, adviser, and degrees earned—is considered public or directory information. To prevent release of such information outside the University while in attendance at the University, a student must notify the records office on his or her campus.

Students are notified annually of their right to review their educational records. The regents' policy, including a directory of student records, is available for review at the information booth in Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Coordinator of Student Support Services, 260E Williamson Hall (612 373-2106).



*To Students:*

*As you look through and use this bulletin, there are several things that I want to make you aware of:*

- The General College has conferred more two-year 90-credit associate in arts degrees than has any other institution in the state.*
- The General College developed the first self-designed credit-based (180-credit) baccalaureate programs in the state. These programs have served as prototypes for development of self-designed programs at other institutions.*
- The General College currently offers ten certificate-granting career development programs. Numerous occupational programs have been developed, evaluated, and then exported to other institutions throughout the country.*

*The degrees and programs listed above represent the ongoing developmental efforts of our faculty. The General College faculty has always been on the cutting edge of research and curriculum development in the general education movement in this country.*

*Whatever your educational and career goals may be, I hope that you will look back on your stay in the General College as a time when you sought and received the various kinds of assistance and understanding necessary to help you fulfill your educational plans and your life goals.*

*Jeanne T. Lupton, dean*

# General College

## I. GENERAL INFORMATION

Learning opportunities offered by the General College (GC) are designed to suit the nature of the college's students. As an open-admissions unit of the University, the General College has always had a student body more varied and less traditional than that of other institutions. As higher education has become more readily available to larger segments of American society, the tendency toward heterogeneity in the General College student population has accelerated. Today the General College population reflects the diversity of society at large. Thus, in addition to what might be called "regular" students, the GC student body includes many more older students than in the past, more students from minority groups, more married men and women, more part-time students, more students training for career specialties, and more "midcareer" students back in college to add some general education to their career skills. For all of these learners—with their diverse interests, talents, and needs—the General College provides suitable modes and patterns of learning.

### Missions and Goals

Given its educational philosophy and its position in the University's larger structure and Minnesota's system of public higher education, the present missions of the General College are

- to make the University of Minnesota accessible to the broadest possible spectrum of Minnesotans seeking undergraduate education.
- to offer flexible, up-to-date, free-choice, individually planned courses of interdisciplinary or general studies, including certificate, associate in arts, and baccalaureate programs.
- to provide career programs that emphasize a heavy proportion of general studies, that may include paraprofessional training in various schools and institutes of the University, that capitalize on educational experiences gained in other institutions—public, private, or proprietary—and that offer certificates as well as associate and baccalaureate degrees.
- to respond to community needs by offering classes from the college's standard curriculum, by designing new courses appropriate to groups requesting them, by providing individual help through skills centers, and by offering educational and vocational advising services for citizens of the state at locations convenient to them.
- to continue providing individual, flexible student services in the belief that student learning is enhanced when anxieties are lessened.
- to serve higher education in Minnesota and elsewhere by reporting results of curricular and instructional experiments for use on this and other campuses, by providing internships for undergraduates intending to become college teachers, and by cooperating with other Minnesota educational institutions in originating, developing, and evaluating innovative instructional programs.

In light of its missions, the General College strives

- to maintain admission policies and provide supportive services that enable any high school graduate (and many non-high school graduates) to enter the General College and progress within it, or within other units of the University, as far as aptitude, circumstances, and personal interest in higher education allow.
- to reach out into the community to serve people who hope that higher education might help them cope with conditions and deficiencies that hinder their progress in life.
- to maintain teaching as the central activity in the professional lives of its faculty members as well as experimentation, research, and writing directed toward the continual study of the needs of students and of society, and to devise appropriate curriculum and teaching techniques.

## *General Information*

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- to provide courses of study and model programs that help persons who engage in them to deal constructively with such personal concerns and to acquire such personal attributes as health, citizenship, vocational preparation, a sense of social justice, aesthetic appreciation, speculative and creative powers, and ideals and values.
- to prepare students for change and be ready to change itself in response to social pressure, increasing knowledge, improved technology, or individual needs.
- to engage in continuous evaluation of all members, programs, and procedures.
- to remain dedicated to improvement of the quality of life for all, through teaching and courses of study aimed at developing the competence, with commitment, of present and future generations.

## **General College Degrees**

**Associate in Arts**—The General College two-year associate in arts (A.A.) degree program enables each student, with the aid of a faculty adviser, to plan a program that will enhance career interests while providing a broad general education. This program is open to all high school graduates; nongraduates are considered individually.

**Bachelor of General Studies**—The four-year bachelor of general studies (B.G.S.) degree program enables students to design individual programs of study based upon a general topic or theme of their choice. Students prepare personal statements defining their educational objectives and select a set of courses and other educational experiences designed to help them achieve their goals.

**Bachelor of Applied Studies**—The four-year bachelor of applied studies (B.A.S.) program is designed to enhance a student's skills, knowledge, or expertise in a chosen career or profession. Students who have acquired or are currently acquiring a recognized certificate or documented expertise in a specialized field may design a program of courses and other learning experiences intended to develop attitudes, skills, knowledge, or competence in their field.

## **Career Development Programs**

The General College offers ten certificate-granting career development programs: aging studies, aviation studies, fire protection, human services generalist, law enforcement/corrections, legal assistant, marketing, open learning for fire service, radiologic technology, and vocational teacher education. For complete descriptions of the programs, refer to section III.

## **Internships**

The primary objective of a General College internship is to provide opportunities for interns to apply some of the theories, skills, and techniques necessary to function effectively in a career setting. Interns work under the guidance of a General College faculty member and an on-the-job supervisor. In order to insure an in-depth learning experience, internship projects include participation in seminars and conferences and completion of reports. Degree credits are awarded for successful completion of an internship.

Several internship opportunities available to all General College students are scheduled regularly throughout the year. Some may be arranged individually with cooperating faculty members. Other internships fulfill specific program requirements and are limited to students admitted to those programs.

The aging studies, human services generalist, legal assistant, and marketing career programs have internship components. For descriptions of all internship opportunities, refer to section IV.

## *Special Programs and Centers*

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**Community Service Internship**—The General College supports the idea that classroom instruction supplemented by supervised field experience best prepares students for a broad understanding of their community and their future careers. General College students who are accepted into the program work 15 to 30 hours a week in a social, political, or government agency in their prospective career field. In addition to completing their work schedule, interns keep a daily journal, participate in weekly on-campus seminars, complete a term project that makes a contribution to the internship agency, and complete readings related to their work experience.

Internship students register for GC 3217, Community Service Internship, for 6 to 12 credits. Students should schedule a screening interview with the intern coordinator prior to registration to arrange for their internships. The coordinator generally arranges internship placement referrals on the basis of career interests revealed by students during these interviews.

## **Special Programs and Centers**

Several special programs and centers are available in the General College to students who have special needs.

**Evening Baccalaureate (EB)**—The Evening Baccalaureate (EB) is an alternative to the General College's third- and fourth-year day school curriculum. It consists of evening, media, and correspondence classes and programs for full-time employees who want to complete a four-year degree in a reasonably short period of time but cannot attend day school classes. The program, available to applicants with 90 transferable college credits, offers

- courses two nights a week;
- televised and/or individualized study and/or experiential learning components;
- the possibility of completing 12 or more credits per quarter; and
- faculty assistance in the planning of an individualized degree program.

For further information about EB, call 612/376-2950.

**Reading Laboratory**—The Reading Laboratory in the General College provides many services and resources for students enrolled in GC 1403, Reading, Comprehension, and Study Skills. The course strikes a balance among lecture, discussion, and self-paced work, and is flexible enough to accommodate students' skill levels and expectations as well as the variety of students' needs and interests.

Equipment available to students includes several types of reading machines, assorted reading and study skills books, standardized examinations, and filmstrips. The instructor determines how much time each student will spend listening to lectures, participating in discussions, and working at self-paced assignments. Students use the reading machines individually under the supervision of the instructor in order to improve their reading rate and comprehension.

**Reading/Writing Skills Center**—The aim of the General College Reading/Writing Skills Center is to provide students with the help they need when they need it. The skills center serves two functions. One function is to provide a staff of tutors to assist General College students who encounter communication skills problems in their college course work. Such problems may concern writing a paper, reading a text, or filling out a form. Students may want to improve their vocabulary or spelling, or they may wish to learn how to take lecture notes or how to do library research. Whatever the study problem, students can obtain personal assistance simply by dropping in at the skills center during their free time any weekday.

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The second function of the skills center is to offer students several options for earning credit while improving their communication skills: GC 1401, Improving Study Skills, Reading Comprehension, and Vocabulary (1-3 credits); GC 1411, Fundamentals of Usage and Style (3 credits); GC 1412, Writing Grammatical Sentences and Developing Organized Paragraphs (1 or 2 credits); GC 1417, Improving Spelling and Punctuation (1 or 2 credits); and GC 1409 and 1429, Individual Study (variable credit). None of these courses meets on a fixed schedule; students enrolled choose their own time to complete the course work, spending at least one hour a week per credit in the skills center.

**Mathematics Skills Program**—The General College Mathematics Skills Program provides diagnostic testing and offers structured study of arithmetic, elementary algebra, and intermediate algebra. It also provides assistance to "walk-ins" with mathematics difficulties in a Tutorial Room staffed by faculty members and teaching assistants.

**Commanding English**—This is a three-quarter program in which students enroll in a comprehensive language arts curriculum in order to improve their academic performance through better communication skills, to improve their communication in everyday life and across cultures, and to lead to greater fluency, satisfaction, and enjoyment in their use of English. This integrated series of courses has been designed for students whose primary language is not standard American English.

**Coordinated Studies**—Courses in this area are grouped together on the basis of their common focus. While each may approach its subject from a different perspective, it also relates to a specific topic or area of concern. Some courses are offered singly in a particular quarter, while others are scheduled together and students enroll in them as a package. Information about existing and proposed programs is available from the Office of the Dean.

## Other Learning Opportunities

The opportunities described below are some of the ways in which General College students can earn credits and structure their learning. The availability of these opportunities testifies to the General College's longstanding commitment to and flexibility in meeting the needs of a diverse student population. Interested students should contact the Student Services Division of the General College, 10 Nicholson Hall, 612/376-2950.

**Adult Special Classification**—Entering students who are not degree candidates, and previously registered students who have earned an associate in arts (A.A.) degree but are not candidates for a baccalaureate degree in the General College, may be considered for adult special student status. Students who have completed the requirements for the A.A. degree in the General College sometimes wish to remain in residence to finish an occupational or course sequence or to register for certain classes they were unable to schedule earlier. Occasionally a student's grade point average is not quite high enough to qualify the student for transfer to another college. In such cases, the student may wish to continue taking courses in the General College for a limited time after receiving the A.A. degree.

Students in these or similar circumstances should discuss with a counselor the possibility of continued residence in the General College as adult special students. Permission to register as an adult special is granted only for a specific purpose and for one quarter at a time. Occasionally the adult special classification is granted to individuals who have graduated from other colleges and wish to register for courses through the General College. Students seeking adult special status should see a counselor during the first three weeks of the final quarter of their regular registration status.

**Individual Study Opportunities**—In keeping with its commitment to relevance and flexibility, the General College offers many opportunities for individual study. Individual study may be pursued in a number of different areas in a variety of ways. Students who have shown unusual interest and ability in a particular course can work independently on a topic or a problem, studying it more comprehensively than would ordinarily be possible in the established curriculum. Some students may undertake a study in which greater direction is provided by an instructor than is usual in a traditional classroom. Others may study areas not covered by courses in the established curriculum but within the expertise of the faculty member they choose to work with.

In order to register for individual study, a student must complete a contract form and have it approved by a faculty monitor, by the head of the division in which the credits will be earned, and by a representative of the dean. Questions on the individual study contract include the following: What are your goals in undertaking this project? What preparation do you now have that you feel makes it appropriate for you to undertake this project by individual study? How do you plan to demonstrate what you have learned or achieved in your project? If the contract is approved, the student will register for an appropriate individual study course having a 9 as the final digit in the course number.

Groups of General College students and one or more faculty members wishing to pursue a course of study that is not part of the established curriculum may organize a special topics class (a course having 8 as the final digit in the course number) for which credit can be earned. Each quarter a variety of such special class offerings is available to selected groups of students. Such special classes may be listed in the quarterly *Class Schedule* under the title "Special Topics," or they may be combinations of existing courses requiring concurrent registration. Announcement of special programs, courses, and topics is made quarterly in notices posted on the General College Registration Center bulletin board, on the registrar bulletin board outside the General College dean's office, and in the printed registration information sheets distributed to students and faculty members during every quarterly registration period. In order to avail themselves of opportunities for enrolling in special class offerings, students should study the announcements about the special programs, courses, and topics before they register each quarter.

**Credit by Examination**—There are at least two ways to gain credit by examination. General College students who feel qualified may elect to "test out" of a course by taking an examination on its subject matter. If performance on the examination is satisfactory, the student can receive the normal credit for the course. Many, but not all, GC courses are available for test-out.

Another option is provided by the national tests offered through the College Level Examination Program (CLEP). By performing above a certain percentile level on various parts of a test battery, students can earn credits in such broad subject areas as the natural sciences, social sciences, and humanities.

**Credit for Experience in Student Governance**—The General College regards any new experience as a potential contribution to the learner's general education. Thus the college provides its students with the opportunity to participate in nonacademic areas of University life.

The General College Student Board represents students' interests in decision making and policy development through its involvement in college governance. Participating students may enroll in either GC 1791 or GC 3791 (see section IV) to earn credit in recognition of the educational value of their experiences. Members regularly participate in college committees such as the Student-Faculty Concerns Committee, Grievance Committee, and Curriculum Committee. Students wishing to apply to the Student Board may contact the board office, 105 Nicholson Hall (612/376-2643). Students seeking membership on college committees should obtain application forms from the dean's office, 106 Nicholson Hall.

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**Credit for Studies at Other Institutions**—Many people who enroll in the General College have already completed some postsecondary training. Such students can often be awarded college credit for study completed in programs in public or private community colleges or vocational-technical institutions.

Since the General College offers two baccalaureate degrees—the B.A.S. (bachelor of applied studies) and the B.G.S. (bachelor of general studies)—students who have attended a community college or an AVTI (area vocational-technical institute) can enroll in the General College to earn a four-year degree and to augment their technical or occupational skills with some general education. Such students may have their previous postsecondary work evaluated for transfer to a General College program.

Some credit might be awarded, for instance, to students who have completed medical technology programs that are approved by the American Medical Association's Council on Medical Education. On an individual basis, the college might also award credit to students who have completed courses while they were in one of the military services or at a police training academy.

Credit for studies at other postsecondary institutions is always awarded on the basis of evaluation by the GC faculty. All students working for degrees must, of course, comply with the same collegiate regulations as other students and must meet the same University residence requirement.

**Credit for Career Development Experience**—As higher education becomes increasingly available to people of all ages, the General College enrolls more and more people who have had extensive experience before they begin their formal education. In recognition of the skills and aptitudes that students may have acquired through their career development experiences, the General College has provisions for awarding credit for such experience. In every case, an effort is made to combine academic studies and work experience skills into an individually designed course of study that fits the needs of the particular student.

The General College grants credit for work experience in two ways. Some occupational programs require registration in courses titled "On-the-Job Training" or "Directed Work Experience." An individual contract between an instructor and the student detailing the goals, duties, and evaluation methods of such work experience courses is expected at the time of registration. Prior work experience may also be evaluated for credit. The General College considers requests for such credit when students provide a description of each job and state how the experience contributed to their knowledge, skills, and attitudes; how their employers benefited from the work; and how the experience relates to their future educational and career plans. A college committee evaluates the work experience and determines the appropriate number of credits to be awarded.

Students may be granted up to 15 credits for prior work experience toward the A.A. degree and up to 30 credits toward the B.A.S. or B.G.S. degree. The total number of credits allowable for career development experiences, including documented work experience as well as other acceptable program-related noncollegiate training and experience, is 45 credits toward the A.A. degree and 90 credits toward the B.A.S. or B.G.S. degree.

**Registration for Combination Programs**—In addition to taking General College courses, many students register for courses offered in other colleges of the University by means of an arrangement called the "combination program." Courses taken in other colleges may supplement a student's general education program with specialized studies *not available in the General College*. Combination programs are useful to students who hope to transfer to other colleges because they give the students and the colleges they hope to enter an opportunity to discover how well they can perform in their proposed fields.

Students may request permission from their advisers to register for combination programs only after they have completed at least one quarter's work in the General College, and only if their grades for the preceding quarter are satisfactory. When students first register for a combination program they should take only one course outside of the General College. In subsequent quarters as much as one-half of the credit load may be taken in other colleges. Credits earned in courses taken in other colleges may apply toward the total required for any of the degrees offered by the General College.



An instructor and her students examine a model in the biology laboratory.



A student plans her program for the next quarter with the aid of her adviser.

## II. STUDENT SERVICES

Student services in the General College include activities and resources that help students to enter and progress in an appropriate academic program and that promote their personal and educational development. Faculty and staff members conduct individual interviews, small-group sessions, and special skill training seminars to help students with admission, orientation, registration, academic planning, personal adjustment, and skill development. Although the total college is involved in these activities—advising in particular—the faculty members with special training and major responsibility in these areas are in Counseling and Student Development and the HELP Center. The academic divisions also contribute to skill development through special programs involving both individualized help and specialized classes.

### Counseling

**Counseling and Student Development**—The professional counselors and counseling psychologists in this office of the college are concerned with two major areas of student needs: (1) needs associated with immediate problems or difficulties of an academic, career, personal, financial, or social nature, and (2) broader needs related to self-understanding, personal development, social awareness, and educational, occupational, and life goals. General College counselors are concerned when a student does not appear to be adjusting to the college or University, and they can, in many instances, aid the student in assessing and overcoming the difficulties involved. Much of the immediate or "crisis" counseling is unnecessary when students recognize their broader and more basic needs and avail themselves of counseling early in their college careers.

In addition to being available for individual appointments, the counselors organize various small-group experiences as a means of providing opportunities for individual student growth and development. Each group usually concentrates on a particular area of student needs, such as self-awareness, personal development, career planning, or study skills. Students may participate in any of these group experiences.

More specifically, General College counselors, on an individual basis or in small groups, can assist students in the following areas:

Personal development	Ability, interest, and aptitude assessment
Social skills	Progress assessment
Personal and family problems	Career planning
Educational planning	Transfer
Study skills	Job placement
Academic progress	

Career counseling and job placement services are available to all General College students, whether they attend college for only one quarter or remain in residence long enough to earn a degree. Students are encouraged to see a career counselor and to use the occupational and career reference materials and the computer terminals in the Career Education Planning Center, 35 Nicholson Hall. The terminals provide information about occupations, answer students' questions regarding their qualifications for particular careers, and may even suggest alternative careers. Students must make an appointment with the receptionist in 10 Nicholson Hall for career counseling, use of the materials and terminals, or job placement assistance.

The confidential nature of a counseling interview is taken very seriously by General College counselors. The transfer of educational information to a parent, another agency, or another institution is possible only with the consent of the student. Details of the counseling interview that relate to more personal matters are strictly confidential between the student and the counselor, with one possible exception: an emergency situation in which the counselor considers the information crucial to the well-being of the individual or society. Whenever any information is used for research purposes, the student is not identified by name.

When a counselor and student agree that other specialized assistance is needed, the student may be referred to one or more all-University services or community agencies.

For more information, contact the GC Counseling and Student Development office, 10 Nicholson Hall, University of Minnesota, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-2950).

**NOTE:** Students may request to see their educational records by contacting either the Counseling and Student Development office (above) or the HELP Center (below). Normally, students are able to see their records within 10 days after submitting a request form. See also the University-wide "Access to Student Educational Records" policy statement on page 1 of this bulletin.

**HELP Center**—The HELP Center is an educational support and student advocate service designed to enable low-income, nontraditional students to have successful educational experiences at the University of Minnesota. In the friendly, relaxed environment of the center, the benefits of higher education are made available to the widest possible variety of people—people of all ages and incomes, people of all nationalities and ethnic backgrounds, people with and without families, people just graduating from high school, and people returning to school after a long absence.

The HELP Center serves eligible students in cooperation with the following programs:

*The Office of Minority and Special Student Affairs (OMSSA)* provides financial and support services for low-income and disadvantaged students. To be eligible for the program, one must meet two of the following criteria: 1) be a member of a racial minority, 2) be of a low-income status, or 3) have an educational disadvantage.

*The Bureau of Indian Affairs (BIA)* provides funding through specific tribes and through the state office for eligible Native Americans pursuing higher education.

*Project HELP* assists low-income, nontraditional students (e.g., students eligible for AFDC, relief, or social security payments) with arrangements for meeting the cost of tuition, books, transportation, or child care.

*Dayton Hudson Corporation* assists low-income single parents not on public assistance and ineligible for other financial aid.

For more information, contact the HELP Center, 50 Nicholson Hall, University of Minnesota, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/373-0120).

**Upward Bound**—Project Upward Bound is a college preparatory program for low-income, underachieving high school students who have the potential to succeed in college; it is funded jointly by the University of Minnesota and the United States Department of Education. In Upward Bound, reading, writing, and mathematics skills are emphasized in the academic segment of the program. Theatre, art, athletic, and experiential educational activities constitute the creative and recreational component. Emphasis is on an individualized curriculum and teaching and learning methods that foster the building of positive self-concepts. In addition to completing a five-week residential term, Upward Bound students participate in a program of tutoring and counseling during the regular academic year.

**University Day Community**—University Day Community is an experimental treatment program for gifted and talented adolescents; it is funded jointly by the University of Minnesota, federal and county government, and Minneapolis Public Schools. University Day Community programming is designed to help young people who are not functioning well in school or other settings. Individualized academic, athletic, work, and counseling services are provided to students attending school while living at home. Programs provide internship and field experience opportunities for General College students and serve as a laboratory for courses taught in the Division of Social and Behavioral Sciences. In addition, they provide valuable social services for the metropolitan area and the state.

## Admission, Orientation, Advising, and Testing

**Admission**—After many years of maintaining open admission, the General College has in recent years instituted a selective, dual admission policy governing applicants for some programs. All prospective students intending to enter one of the General College associate in arts or baccalaureate programs must apply to the University, specifying "General College" on the application form. Application forms are available from the Admissions office, 240 Williamson Hall, University of Minnesota, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-1382). See Admission under Associate in Arts Program and under Baccalaureate Programs in section III for further details.

Students interested in one of the certificate-granting career development programs are admitted on the basis of a recommendation from the program coordinator. More information, including a personal interview, may be required.

Students who plan to complete all of their course work for their degree program in the General College through the Extension Classes and/or Independent Study departments must submit the appropriate applications for admission to the University through Continuing Education and Extension (CEE).

*Prospective students who need help with application procedures should contact the GC Counseling and Student Development office, 10 Nicholson Hall, University of Minnesota, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-2950).*

**College Orientation**—The University sponsors a one- or two-day orientation program for every new student in each of the colleges admitting freshmen. During the orientation sessions, General College students are introduced to the campus, participate in the General College Placement Program (which will contribute to later educational and vocational planning), meet with a General College faculty member to learn more about the college and its offerings, and, finally, sit down with an adviser to plan a program for the first quarter.

**Advising**—Advising students is an important responsibility of every General College faculty member. Service as an adviser is one of the regular duties of each teacher, counselor, and administrator. General College faculty members are selected for their capacity to understand and work constructively with individual students, both in and out of the classroom, as well as for their competence in an academic field. The General College system of faculty advising offers students one means of establishing a personal relationship with a University faculty member.

Advising begins during the orientation period and continues throughout the student's residence in the college. During their first quarter in the college, students are assigned faculty advisers who attempt to help them recognize their own needs, formulate constructive and feasible academic plans, and make their own decisions in light of these plans. The adviser-advisee relationship is particularly important because of the college's individualized curriculum.

**Testing**—The Comprehensive Testing Program is important to the General College because the test results relate directly to the fundamental purpose and basic design of the entire college program. The material for the Comprehensive Testing Program is drawn from all subject-matter disciplines within the college: the natural sciences, the social sciences, and the humanities, with special emphasis on the ability to communicate effectively. The two primary components of the testing program are the General College Placement Program, for entering students, and the General College Degree Comprehensive Exam, for students who are completing their programs.

The Comprehensive Testing Program has three main purposes:

1. *Diagnostic*—To help students identify their strengths and weaknesses. Entering students participate in the General College Placement Program (GCPP) during the freshman orientation period or during their first quarter in the college. Placement test results in reading, writing, and mathematics are useful to students and their advisers in planning appropriate courses of study.

2. *Descriptive*—To yield information about the educational development of the General College student population. The Comprehensive Testing Program as well as tests taken by students prior to admission (e.g., those of the American College Testing Program) provides information the faculty can use in evaluating the General College curriculum.
3. *Integrative*—To measure students' assimilation and integration of learning. This aspect of the testing program centers on the interrelationships among the disciplines and is designed to measure the extent to which students have assimilated the several skills and disciplines of their general education.

The current testing program consists of the following phases:

**General College Placement Program (GCPP)**

*Communications Phase*  
 Reading skills  
 Writing skills  
 Mathematics skills

*Descriptive Phase*  
 Tests  
 Questionnaires  
 Rating schedules  
 Varying activities

**General College Degree Comprehensive Exam**

*Communications Phase*  
 Reading comprehension  
 Organizational ability  
 Quantitative ability

*Integrative Phase*  
 The individual and nature  
 The individual and society  
 The individual and the arts

## Registration

**Registering for Courses**—Entering freshmen and students transferring to the General College from colleges outside the University register for their initial program of study during the orientation period described earlier in this section. Students transferring from another college of the University of Minnesota receive registration instructions during the admission interview. Students confer with their assigned faculty advisers when registering for succeeding quarters. After meeting with their adviser and receiving a signed registration form, students report to the GC Registration Center on their assigned date of registration. For more information about registration, see the *General College Student Handbook*.

**Adding Courses**—Through the first week of classes each quarter, students may add courses to their programs—if the courses are open—with the written approval of their advisers. After the first week of classes, students may add courses to their programs only with the written permission of both their advisers and the instructors of the courses. Students must have the written permission of their instructors as well their advisers to add a closed course. After obtaining their adviser's signature, students must have their cancel-add (Course Enrollment Request) form stamped at the GC Registration Center, 20 Nicholson Hall.

**Cancelling Courses**—A student who wishes to cancel a class must file a properly approved cancel-add (Course Enrollment Request) form for the cancellation to be official. *Merely dropping out of a class does not constitute official cancellation.*

To cancel a course any time during a quarter or summer term, a student must obtain a form at the GC Registration Center, 20 Nicholson Hall, and have it signed by his or her adviser and stamped in the GC Registration Center. (The University's Registration Center, 202 Fraser Hall, will not accept a cancel-add form from any General College student without the college stamp and the signature of the student's adviser.) To cancel after the end of the sixth week of a quarter or the third week of a summer term, the student must also obtain an official permission slip from the GC Registration Center and have that slip signed by the instructor(s) of the course(s) she or he is attempting to cancel. If an instructor approves the cancellation, the instructor will sign the slip and indicate that the student may cancel without penalty; the student then may obtain her or his adviser's signature and

## Student Services

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return to 20 Nicholson Hall to have the form stamped. An instructor who does not approve the cancellation will indicate on the slip that the student may not cancel. In this case, the student may choose either to continue attending class and work for a passing grade or to stop attending and receive an N (no credit).

If a student cancels before the end of the second week of the quarter, no record of the cancelled course(s) will appear on the student's transcript. If the cancellation is processed after that time, a W (withdrawal) will be recorded on the student's transcript. If a student intends to cancel out of all courses for a quarter, he or she must make an appointment to see a counselor in 10 Nicholson Hall.

Since the above regulations are subject to change, students should consult with their advisers to make sure they know the current procedure.

## Scholastic Standing

**Grades**—Two grading systems are used in the General College. These are the S-N (satisfactory-no credit) system, and the A-N (A-B-C-D-no credit) system with numeric grade points. Students indicate at the time of registration the basis on which they wish to be graded for each course. They may change their registration from A-N to S-N or vice versa during the first two weeks of each quarter.

The chief purposes of the S-N grading system are to encourage students to enroll in a variety of courses, to de-emphasize the importance of grades, and to enable students to experience the pleasure of learning for its own sake.

Students may not take any courses on the S-N system, except those designated S-N only, during their first quarter in residence. After the first term, there are no restrictions on the number of courses per quarter that students may take on the S-N basis, although there are restrictions on the total number of S-N credits applicable to a degree program. Students may apply a maximum of 23 credits of S toward a General College associate in arts degree and a maximum of 45 credits toward a General College baccalaureate degree; these may include combination-course credits of S.

The A-N grading system used in the General College shows distinctions within letter grades by means of a numeric system. Numbers serve somewhat the same purpose as assigning a plus (+) or minus (–) to letter grades. Use of the numeric system permits instructors to report a more accurate assessment of each student's standing in class. The letter grades and numeric value they carry are as follows:

A	B	C	D
11, 10	9, 8	7, 6, 5	4, 3

Grade reports are distributed to students at the end of each quarter by the University Office of Admissions and Records. This office mails transcripts to students at the end of each academic year.

**Dean's List**—Full-time students with a grade average of B or higher for a quarter are named to the dean's list, which is distributed to faculty and staff members early the following quarter. Individual students are informed of their selection by a letter from the dean.

**Incomplete Work**—An I (incomplete) is given when, because of special circumstances, a student has made prior arrangements with an instructor to complete the work of a course and, in the instructor's opinion, the possibility of earning credit exists. In cases in which the instructor believes that the work cannot be made up, an N grade is assigned. An incomplete that has not been made up before the end of the next quarter in residence will be changed to an N. Students are encouraged to avoid incompletes. If an incomplete in a course is unavoidable, the student is urged to make it up at an early date. More than an occasional incomplete on a student's record is interpreted as an indication of a lack of academic progress.

**Unsatisfactory Academic Progress**—Every General College student's academic achievement and progress toward a degree are reviewed at the end of each quarter by General College counselors in an effort to identify those students who are having academic difficulty. An accumulation of incompletes or nonpassing grades in a single quarter is interpreted to indicate a lack of academic progress and to forecast difficulty in future quarters. In such cases students may want to discuss their grades and study habits with a counselor. Students who have several incompletes, N grades, and/or less than a C average may have a "hold" placed on their records. Students whose records have been placed on hold may not reregister until they have conferred with a counselor. When both the counselor and the student agree that the hold can be removed, the student may register for another quarter. The purpose of such a review is not to penalize students, but rather to encourage them to work with a counselor in an effort to improve their academic performance. If their academic progress continues to be unsuccessful, the students are dropped by the college. Such action is taken only after students have been provided with ample opportunities to deal with their academic difficulties and to explore alternatives for continuing in the General College.

## Students' Rights and Responsibilities

**Student-Faculty Concerns Committee**—This committee is composed of administrators, counselors, and teaching faculty members. Its main function is to consider cases or situations in which existing rules do not or should not apply to individual students. Students may, upon advice of their adviser or of a counselor, submit a request to the committee in the form of a petition. Petition forms are available in the GC Registration Center.

**Student Responsibility for Notices**—Personal communications from the college to individual students are sent directly to their local mailing addresses. Students are responsible for making certain their current address is on file in the GC Registration Center. All other notices applying either to large groups of students or to the student body as a whole are printed in the Official Daily Bulletin column of the *Minnesota Daily* and are posted on the official college bulletin boards in Nicholson Hall. Students are held responsible for the information contained in all official notices as well as in this bulletin, which should be kept available for easy reference.

**Grievance Process**—Faculty and staff members of the General College recognize the need for resolving conflict. It is important that those with differing viewpoints have a chance to express them to one another, and to be heard by one another. Very often this can be done informally, and the conflict can be resolved. There will be times when conflicts cannot be resolved informally. The General College has established a grievance process to formally resolve both academic and nonacademic conflicts.

The General College has a grievance officer who can provide information about the grievance process. This officer is elected for a three-year term by the General College Assembly. Inquire at the college dean's office, 106 Nicholson Hall, if you need to contact the grievance officer.



Art courses provide opportunities for experience with a variety of media.

### III. DEGREES AND PROGRAMS

As indicated in section I, students apply to the General College for a variety of reasons. The diversity of the college population results in a great breadth of experiences and talents. Many students who enter the General College expect eventually to transfer to and earn a baccalaureate degree from some other college of the University. Others enroll because they are interested in the college's associate in arts degree or in one of the certificate programs. With the development of the college's baccalaureate degrees, many community college and vocational-technical institute graduates may continue their academic careers in the General College. Some high school students may find a combination of the General College associate degree and a baccalaureate degree a logical goal for their needs and interests.

#### General Education Curriculum

In the General College, general education courses provide the basis for all programs. These courses are designed to give students some knowledge of the natural world; of human behavior and social organization; of individuals' achievements in the arts, literature, and philosophy; of the means people have found to communicate with each other; and of the ways people have attempted to synthesize and organize their knowledge and experience.

Granted the authority to confer baccalaureate degrees by the Board of Regents in 1971, the college faculty has since been adding advanced (3xxx) courses to the general education curriculum. Registration in such courses is limited to students who have completed at least 45 credits or who have met specific course prerequisites. While most individual 3xxx courses are designed to integrate learning and build upon freshman and sophomore courses, the faculty has also experimented with integrated "package" courses at both the 1xxx and 3xxx levels (see Coordinated Studies). One 3xxx integrated course, for example, is *Toward a Good Life*, a two-quarter, 18-credit package course. The components of the course include studies in the natural sciences, social sciences, and humanities. Methods employed in the course include lectures, discussions, and individual study projects.

The General College offers courses in each of the following categories (see section IV for a complete listing of courses in each category): art and music; business and legal studies; communication, writing, speech; mathematics; philosophy, literature, humanities; physical/ biological sciences; psychology and family studies; social sciences; and coordinated studies.

#### Associate in Arts Program

For 50 years, the General College has existed to provide high school graduates with access to higher education at the University of Minnesota. Tens of thousands of Minnesotans have taken advantage of this opportunity. Many have transferred to other colleges in the University as well as to other institutions of higher learning. Thousands have completed the requirements for the associate in arts (A.A.) degree in the General College.

**Admission**—The associate degree program is open to all high school graduates or to nongraduates who have the equivalent of a high school diploma. No specific pattern of high school subjects or test scores is required for admission. For advising purposes, the General College does require that, prior to admission, prospective students take at least one of three standardized tests: the ACT, PSAT, or SCAT. Students may enter directly from high school, or may transfer to the General College from another postsecondary educational

## Degrees and Programs

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institution. Depending on the number of credits presented for advanced standing, transfer students may be asked to discuss their plans with a college representative before final action is taken on their application. Prospective A.A. students who need help with application procedures should contact the GC Counseling and Student Development office, 10 Nicholson Hall (612/376-2950).

**Graduation Requirements**—*For those entering the General College prior to fall quarter 1983:* The associate in arts degree is awarded to students who present 90 passing credits and demonstrate a broad, general knowledge of the liberal arts. The second of these objectives is measured through the General College Comprehensive Testing Program—specifically, through the General College Degree Comprehensive Exam, which students take before they graduate.

Results of the degree test are evaluated by the faculty Comprehensive Testing Program Committee. The committee looks first at the student's scores on the various parts of the test. In cases of students who do not perform satisfactorily on the individual tests, the committee considers such additional factors as general patterns of course selection, course grades, measured gains over the two-year period, and unusual talents, before recommending that the associate in arts degree be granted or withheld. In order to allow time for the individual considerations, students should take the degree test at least one quarter before they plan to graduate. Students who do not qualify for the degree are encouraged to see a counselor in the Counseling and Student Development office.

*For those entering the General College fall quarter 1983 and later:* The associate in arts degree is awarded to students who present 90 passing credits; demonstrate college-level competence in reading, writing, mathematics, and other communication and knowledge acquisition (research) skills; and demonstrate a broad, general knowledge of the liberal arts and sciences (including their integrative nature, framework, practical applications, concepts, and terminology). Students may show satisfactory completion of these requirements through any combination of methods, including course credits and grades, tests and examinations, or assessment of prior learning.

### TOTAL CREDIT REQUIREMENTS—90

1. A minimum of 45 credits must be from the University of Minnesota.
2. A minimum of 60 credits must be spread among the CLE distribution groups.
3. A minimum of 30 credits must be from the General College, with a minimum of 15 from GC courses listed as satisfying CLE requirements.
4. A minimum of 10 credits must be from at least three of the following areas: internships; courses devoted to career/personal/educational exploration and development; specialty courses in certificate programs; courses and major projects that emphasize applying or acquiring knowledge; and prior experiential learning and training.
5. A maximum of 45 credits can be applied to the A.A. degree from noncollegiate postsecondary training (applied only after other A.A. requirements are completed).
6. A maximum of 15 credits can be applied to the A.A. degree from assessment of prior experiential learning (applied only after other A.A. requirements are completed).
7. A maximum of 45 credits can be applied to the A.A. degree from both 5 and 6 above.
8. A maximum of 20 credits can be applied to the A.A. degree from internship experience.
9. A maximum of 30 credits can be applied to the A.A. degree from individual study (xxx9) courses.
10. A maximum of 30 credits can be applied to the A.A. degree with S-N grading.

**Progress Toward Degree**—The typical two-year schedule of events for high school graduates entering the General College is given below.

**Admission:**

Prospective students should apply for admission to the General College through the Office of Admissions, 240 Williamson Hall. Application forms should be filed at least two months before the beginning of the quarter of expected entry.

**Orientation and  
Registration for  
First Quarter:**

Students are introduced to the University and take selected tests required by the General College and the University in a one- or two-day orientation session. Students register and are assigned advisers during the orientation period.

## Baccalaureate Programs

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**Registration for  
Subsequent Quarters:**

Students returning to the General College register for fall quarter with special registration advisers during August or September. Students in residence fall quarter register with their advisers for winter quarter during the advance registration period; students in residence winter quarter register with their advisers for spring quarter during the advance registration period. Advance registration periods are announced in the Official Daily Bulletin column of the *Minnesota Daily* and also on General College bulletin boards in Nicholson Hall. Former students not in residence during fall quarter but planning to register winter or spring quarter should contact the General College Registration Center for registration dates and procedures.

**Graduation:**

Students who have accumulated 60 passing credits toward the associate in arts degree should (a) file formal application for the degree, (b) take the degree comprehensive examination, and, if appropriate, (c) confer with a counselor regarding their future plans or questions pertaining to graduation.

## Baccalaureate Programs

Baccalaureate degree programs, which were begun in the General College in 1971, are continually refined and improved through experimentation and research. Information presented here is subject to change; interested students should consult the Counseling and Student Development office (612/376-2950) for current guidelines.

Baccalaureate programs in the General College do not require specific "majors." Each student's program is self-designed and different from every other. These individualized degree programs help people whose unique needs cannot be adequately met by traditional baccalaureate programs to further their education, enrich their lives, and enhance their careers. However, even though they have no majors, the baccalaureate programs are not free-form. Designed on the basis of guidelines the General College faculty has developed, they are expected to integrate learning from many areas. A senior report is required of every baccalaureate student.

The General College offers two four-year degree programs: the bachelor of general studies (B.G.S.) and the bachelor of applied studies (B.A.S.). Both degree programs have similar credit requirements spread over the basic areas of knowledge, and both are individually planned to meet the student's goals and needs. Study is focused on a core area, problem, or theme.

**Bachelor of General Studies Degree (B.G.S.)**—This degree program is designed to provide students with a meaningful general education that will enable them to learn how social sciences, natural sciences, communication, and humanities can contribute to their lives and broaden their perspectives. In designing a program for this degree, students select as a core a group of diversified courses and experiences that are oriented toward a defined problem or structured around a thematic base of their choice.

**Bachelor of Applied Studies Degree (B.A.S.)**—This degree program is oriented toward an occupation, a profession, or special skills. Admission to a bachelor of applied studies program requires that students have, or be in the process of acquiring, a recognized certificate or documented expertise in a field of specialization such as nursing, electronics, or radiologic technology. In designing a program for this degree, students select as a core various courses and experiences that strengthen and enhance the attitudes, skills, knowledge, and competence needed in their field of specialization.

**Admission**—Students who have completed, or are about to complete, an associate in arts degree or its equivalent, who have a C average, and who show evidence that they can complete a four-year degree may apply for admission to one of the baccalaureate programs. They may enroll in day school or in evening classes through Continuing Education and Extension. Prospective students must fill out *both* an application for admission to the General College and a separate application for admission to the baccalaureate program. GC applications are available from the Admissions office, 240

## Degrees and Programs

Williamson Hall (612/376-1382). Baccalaureate applications and help with procedures are available from the GC Counseling and Student Development office, 10 Nicholson Hall (612/376-2950).

Students who are interested in applying for admission to baccalaureate programs need not wait until they have completed an A.A. degree or its equivalent. In fact, planning a baccalaureate program can begin in the first year of a student's residency. However, the application itself cannot be processed until the first 90 credits or their equivalent are nearly completed.

Getting ideas from faculty and peer advisers, from persons enrolled in the program and those who have graduated from it, and from counselors can be invaluable to students in helping them make decisions concerning future directions and educational plans. The five-week advising course, GC 1894, Planning a General College Baccalaureate Program, is open to students who have completed 75 credits and who have definite educational and occupational goals. The course helps students write their personal statement and design their degree core (see below). Credit earned for the course may be counted toward the associate degree or toward either baccalaureate degree.

**Personal Statement**—Students who apply for admission to baccalaureate programs are expected to write a personal statement presenting their plans and objectives to the Admissions Committee. The personal statement should be viewed not as a separate exercise, but as part of the total process (along with the degree core and senior report) of defining the degree program. Thus, having a problem, issue, or theme in mind for the senior report may suggest and guide the selection of courses and experiences for the core and may enable students to better explain and defend the choices they have made.

The personal statement should be detailed, providing information that is as complete as possible to aid the committee in considering the application. The statement should be a minimum of two to three typed pages and should include 1) a statement of specific educational goals; 2) a rationale for choosing the General College as the place to pursue those goals; 3) an explanation of how the courses and experiences included in the total program design will contribute to attainment of those goals; 4) an explanation of what each core course or group of courses will contribute to the attainment of those goals and how the core of courses relates to the educational theme; and 5) if possible, tentative plans for meeting the senior report requirement.

**Degree Core**—A degree core consists of 45 or more credits of interrelated courses selected by students and their advisers to suit the students' unique needs and interests. The combined courses and experiences should enable students to develop some command of a field of knowledge or an area of scholarly concentration.

In the B.A.S. program, the core is focused on an occupational area and augments or strengthens the specialized program in which students earned their certificates. For example, a student with a certificate in electronics from a vocational-technical school who wants to start an electronics business may elect courses in small business operations, human relations, accounting, and practical law; or a student planning to earn a certificate in human services who wishes to work with the aged may elect courses in communication, aging, psychology, and cultural anthropology.

In the B.G.S. program, the core is oriented toward a defined problem, theme, or area of personal interest. Students combine courses from social sciences, natural sciences, communication, and humanities in their programs of study that relate to the subject of the core. For example, a student interested in learning more about city government may take courses in political science, environmental problems, public speaking, and the quality of life to gain broadened perspectives on the problems of the city; or a student interested in working with juvenile delinquents may take courses in criminology, psychology, sociology, public health, interviewing, the family, and ethics to understand the problems adolescents face and how those problems can be dealt with.

## Baccalaureate Programs

The proposed core should be logically and systematically designed. It should not merely present credits already completed or list courses with no demonstrated relevance to the student's goals. To guide the design of the core, the General College faculty has adopted patterns of allowable credits. These are specified in the Degree Requirements summary later in this section.

**Criteria for Admission to Baccalaureate Programs**—Applications for admission to baccalaureate programs are evaluated by divisional admission committees. In addition to the requirements of the A.A. degree or its equivalent, a C average, and evidence that students are capable of completing a four-year degree, these committees consider the following criteria:

1. *Uniqueness:* Is the student's proposed program unlike any other structured program available in any other unit on the Twin Cities campus?
2. *GC Capability:* Is the General College capable of providing the program the student has designed, and is a faculty member available to serve as the student's adviser?
3. *Quality of Design:* Does the proposed core have a design and logic, rather than being merely the presentation of credits or the listing of courses with no demonstrated relevance to the student's declared goals?
4. *Clarity of Design:* Does the personal statement serve to explicate the program, or does it merely generalize? Does the statement provide a rationale for the individual courses or groups of courses?
5. *Suitability of Design:* Does the personal statement clarify the relationship of the program to the student's future expectations or goals?
6. *Certification:* Does the applicant for the B.A.S. program have a recognized certificate in a field of specialization to present to the Baccalaureate Graduation Committee, or is the applicant in the process of working toward such a certificate?

**Degree Requirements**—Requirements for baccalaureate degrees in the General College fall into several categories: credit minimums, maximums, and patterns; grade performance and senior report standards; adherence to the admission criteria of uniqueness, quality, clarity, and suitability; and, for the B.A.S., recognized certification in a specialized field.

Credit requirements for the B.G.S. and the B.A.S. are of two types: the all-University standards set by the Council on Liberal Education (CLE) and the guidelines for baccalaureate programs set by the General College faculty.

Most students fulfill the CLE distribution requirements by taking courses in the various areas of knowledge, by registering for an interdisciplinary course such as *Toward a Good Life*, or by passing CLEP tests. Others may present evidence of equivalency, in one or more of the distribution groups, gained from postsecondary study or training in an occupation or military service. The summary below shows the CLE distribution groups, the minimum number of credits required in each group for General College baccalaureate programs, and the letter designation assigned to each group. To determine which courses may be used in the various distribution groups, see the chart titled "General College Courses Classified by CLE Distribution Group" (below) and section IV, "Course Descriptions" (where the letter abbreviation of the group each course is assigned to is in parentheses following the description).

For either the bachelor of general studies or bachelor of applied studies degree, the number of CLE distribution credits required is the same: 44 credits in the four distribution groups and 8 in writing. Equivalent experience may be proposed by the student for evaluation by the college. The CLE distribution requirements are as follows:

- A. *Communication, Language, Symbolic Systems*—8 credits or equivalent, minimum
- B. *The Physical and Biological Sciences*—8 credits or equivalent, minimum
- C. *The Individual and Society*—8 credits or equivalent, minimum
- D. *Literary and Artistic Expression*—8 credits or equivalent, minimum
- E. *Writing Proficiency*—8 credits or equivalent, minimum

Plus 12 additional credits in groups B, C, and D for a total of 36 in those groups

## Degrees and Programs

**Senior Report**—The senior report is required of all candidates for the baccalaureate degree. It is closely related to the core, and its subject may even guide the design of the degree program. For example, a student whose B.G.S. core focused on city government might prepare a senior report on the problems involved in managing a city sewage system. In their senior reports, B.G.S. students draw upon insights from social sciences, natural sciences, communication, and humanities.

In their senior reports, B.A.S. students formulate a useful, practical question or state a real problem in their fields. They address the question or attempt to solve the problem by applying what they learned in the core and in their specialized certificate programs. For example, a geriatric nurse might prepare a senior report on a suitable transportation system for the elderly in the metropolitan area.

The senior report gives students the opportunity to sum up and integrate their educational experiences.

The chart titled "General College Degree Requirements for Baccalaureate Programs" (on the following page) provides a quick reference to the various requirements set by the faculty, including credit requirements, standards, and documentation necessary for graduation.

A minimum of 180 credits is required for each of the degrees. Students may apply up to 90 credits of acceptable program-related noncollegiate training and experience to either baccalaureate degree.

The faculty has specified the following residency credit requirements:

1. 45 credits completed after the first 90 must be earned in the General College.
2. 30 credits of the last 45 for the degree program must be earned at the University of Minnesota.
3. 45 credits must be earned after admission to a baccalaureate program.

Of the total 180 credits for the degree program, 45 must be completed at the 3xxx or 5xxx level.

The proposed core program must include 45 credits or more in specified areas of study, which are summarized on the following page.

Documentation of the senior report required of all baccalaureate candidates must be included in the student's folder for review by the graduation committee.

**Program Changes**—Students who want to make changes in their baccalaureate program cores after they have been approved by the Baccalaureate Admissions Committee should discuss the changes with their faculty advisers. With the approval of her or his baccalaureate adviser, a student may substitute up to 12 credits of equivalent course work in the core by filing a petition form in the baccalaureate office. In cases where the change involves more than 12 credits or non-equivalent course work, the petition will be sent to the Baccalaureate Programs Committee for action.

**Faculty Advisers**—Upon admission to a baccalaureate program, each student is assigned a faculty adviser. At least once a quarter, the student and adviser should get together to discuss the student's program and progress toward the degree. When a student drops out of the program, he or she should notify the faculty adviser, who will note the action in the student's folder. Students who are working toward baccalaureate degrees through enrollment in CEE should provide their advisers with quarterly records of courses completed and, at the end of each academic year, complete, up-to-date transcripts.

**GENERAL COLLEGE DEGREE REQUIREMENTS  
FOR BACCALAUREATE PROGRAMS**

<i>Type of Requirement</i>	<i>Bachelor of General Studies</i>	<i>Bachelor of Applied Studies</i>
<b>Minimum Credit Requirements<sup>1</sup></b>		
Total credits	180	180
U of M credits	30 of last 45	30 of last 45
GC credits	45 beyond first 90	45 beyond first 90
3xxx or 5xxx credits	60	60
Credits after admission to baccalaureate program	45	45
<b>CLE Distribution Credit Requirements</b>		
Group A	8	8
Group B	8	8
Group C	8	8
Group D	8	8
Additional credits from groups B, C, D	12	12
Writing	8	8
<b>Core Program Credit Requirements</b>		
Collegiate credits	45	45
Credits earned after first 90	30	30
GC credits	30	30 <sup>2</sup>
Credits earned on A/N basis	30	30
<b>Core Program Special Requirements</b>		
3xxx or 5xxx credits	35	35
Certificate credits allowed	yes	no
CLE credit limitation	all groups represented, with 25 maximum in any area	
<b>Other Requirements and Limitations</b>		
Senior report	yes	yes
Noncollegiate training and experience (completed programs and documented learning experience)	0-90	0-90
Certification in specialized field	no	yes
Grades and standards	a minimum of 30 core credits must be taken A-N, with a C average maintained	
Documentation	student folders must contain documentation of all credits, completed or equivalencies, and the senior report	

**GENERAL COLLEGE COURSES CLASSIFIED BY CLE DISTRIBUTION GROUP**

**Group A—Communication, Language, Symbolic Systems**

1400, 1402, 1403, 1405, 1411, 1412, 1426, 1427, 1433 (the 1-5 credits corresponding to 1435), 1435, 1439 (the 1-5 credits corresponding to 1435), 1442, 1443, 1444, 1445, 1452, 1454, 1461, 1463, 1464, 1465, 1471, 1472, 1473, 1474, 1533, 1535, 1540, 1542, 1572, 1824, 3286, 3426, 3427, 3454, 3457, 3461, 3462, 3464, 3465, 3467, 3471, 3472, 3533, 3560, 3571, 3602, 3605

<sup>1</sup>Except for the CLE groups, the same courses may satisfy more than one credit requirement category.

<sup>2</sup>May be less if required certificate credits were granted by the General College.

## Degrees and Programs

### **Group B—The Physical and Biological Sciences**

1111, 1112, 1113, 1117, 1131, 1132, 1133, 1136, 1137, 1161, 1162, 1163, 1166, 1167, 1171, 1172, 1173, 1177, 1821, 3114, 3115, 3117, 3132, 3134, 3161, 3162, 3164, 3173, 3181, 3825, 3828, 3833, 3836, 3841, 3923

### **Group C—The Individual and Society**

1211, 1212, 1217, 1221, 1222, 1225, 1227, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1241, 1242, 1243, 1251, 1252, 1253, 1261, 1264, 1267, 1274, 1275, 1276, 1277, 1281, 1282, 1283, 1284, 1285, 1287, 1291, 1294, 1295, 1296, 1351, 1355, 1357, 1381, 1502, 1503, 1504, 1505, 1511, 1530, 1534, 1701, 1705, 1721, 1722, 1727, 1731, 1733, 1813, 1814, 1815, 1817, 1825, 1831, 1832, 1833, 1835, 1837, 1844, 1847, 3211, 3212, 3213, 3217, 3225, 3226, 3227, 3232, 3234, 3235, 3236, 3238, 3243, 3251, 3267, 3276, 3282, 3285, 3286, 3287, 3292, 3294, 3297, 3342, 3343, 3344, 3345, 3352, 3354, 3355, 3612, 3614, 3642, 3643, 3644, 3721, 3722, 3725, 3726, 3732, 3734, 3824, 3827, 3832, 3835, 3841, 3844, 3845, 3847, 3922

### **Group D—Literary and Artistic Expression**

1226, 1300, 1301, 1302, 1303, 1304, 1305, 1311, 1312, 1313, 1331, 1333, 1337, 1357, 1361, 1362, 1363, 1365, 1366, 1367, 1371, 1373, 1374, 1375, 1376, 1382, 1383, 1384, 1474, 1481, 1483, 1485, 1486, 1536, 1812, 1816, 1822, 1836, 3311, 3335, 3337, 3352, 3354, 3361, 3362, 3373, 3374, 3376, 3377, 3616, 3823, 3826, 3831, 3834, 3846, 3921

### **Group E—Writing**

1421, 1422, 1425, 1427, 1484, 1823, 3423, 3427, 3484, 3531, 3532, 3533

## **Career Development Programs**

Employers have long recognized the importance of broadly based post-high school education as a qualification for successful career development. Although some General College courses have fairly clear vocational application, most are not specifically vocational in nature. They deal, rather, with broader skills and principles that may be drawn upon and adapted in a variety of ways to meet the demands of numerous occupations. For example, the skills of writing, listening, speaking, and computing, which are taught in general education programs, have significance for nearly every job. Likewise, the study of psychology helps the student to develop insight into interpersonal relations. Broad courses of this sort have significant implications for many aspects of daily living, including an obvious relationship to occupational life. By carefully selecting an appropriate combination of courses from the General College and from technical schools or other colleges of the University, a student may prepare for work in many career areas for which baccalaureate professional programs have not been established at the University of Minnesota.

**Aging Studies**—The General College offers an aging studies program in cooperation with Continuing Education and Extension. This program is designed for persons who already have some experience in working with the elderly as well as for those who want to work in this area. The program is composed of five core courses that concentrate on the physical, psychological, and social changes that normally occur with age; programs and services for the elderly; and skills for effective communication. Also required are an elective

## *Career Development Programs*

course related to students' career or personal interests and an internship in which students apply their insights and training in a field setting. This 30-credit sequence of interrelated courses can be completed in one year.

Most of the courses in the aging studies program are open to students who are interested in their own aging process or in the experience of a close friend or relative. The courses are currently offered in the evening to make them accessible to persons who work during the day. The aging studies program course work can be applied to a General College A.A., B.G.S., or B.A.S. degree program.

Students interested in this program should contact the coordinator of the program.

**Aviation Studies**—The General College recognizes that the aviation industry has a need for highly skilled and well-educated people in such fields as administration, management, small business operation, aviation sales, aviation technology, and public relations/communications who also have flight certification. To serve the growing aviation industry in the Twin Cities metropolitan area, the General College offers courses and individually designed degree programs in the aviation field. These are offered in cooperation with the University of Minnesota flight facility. Students completing course work in aviation at the A.A. degree level may be eligible for FAA certification as private or commercial pilots with instrument and multiengine ratings. Credits earned in aviation courses are applicable to the General College's A.A. degree. Other degree requirements must also be satisfied.

Students seeking qualifications in the field of aviation beyond those provided at the A.A. degree level may select from a wide variety of options designed to further their education. Course work preparing students for FAA flight instructor certification with instrument and multiengine ratings as well as airline transport certification is applicable to the General College's individually designed baccalaureate degree programs. These degree programs may be designed around a number of themes. For example, a student might design a program in aviation sales with courses in marketing, sales, business, and communication that complement work toward aviation certification. Also available are General College internship courses, where students may earn credit while gaining practical experience in one or more of the many aviation-related businesses in the Twin Cities area.

**Fire Protection**—This certificate program was planned by the Fire Information, Research, and Education Center; Agricultural Extension Service; Continuing Education and Extension; and others responsible for fire protection. It is designed for those employed by or concerned with municipal, institutional, and industrial fire protection, insurance inspection or rating bureaus, and manufacturers of protective equipment and systems.

Fire protection certificate courses are General College courses and carry degree credit. They are available only through Extension Independent Study. The certificate program requires a minimum of 48 credits, 33 of which are from specialty courses.

**Human Services Generalist**—The University first became interested in the "new professional" Human Services Generalist (HSG) movement in 1971. Through the cooperative efforts of the General College and the Department of Psychiatry, the University introduced a joint two-year curriculum in human services in September 1971. The HSG program was planned in consultation with representatives of a number of human services facilities and with the National Institute of Mental Health.

Programs with a generalist orientation are typically designed to accomplish five objectives: (a) to develop within students a repertoire of basic interpersonal skills for working effectively with individuals, families, groups, or communities on human services problems; (b) to provide them with access to jobs at a level between aide and professional; (c) to help them acquire additional or more specialized skills; (d) to increase their transferability from one type of human service to another; and (e) to encourage them to develop an identity apart from that of any traditional discipline or specialty.

## Degrees and Programs

The intent of the HSG program is to serve

1. experienced people who are or have been employed in the human services field, based on the assumption that society cannot afford to lose this valuable workforce;
2. people who have been recipients of society's service delivery system and wish to enter the human services field as providers;
3. people who have been involved in extensive volunteer work in human services and wish to enter the field as providers;
4. people who wish to explore a possible career in human services.

The HSG curriculum consists of six quarters of academic and field (on-the-job) preparation, supplemented by general education offerings relevant to the student's professional development. Completion of the 90-credit program, which has been approved by the Higher Education Coordinating Board and the regents of the University of Minnesota, leads to a certificate granted jointly by the General College and the Department of Psychiatry. With appropriate planning to satisfy the other requirements, the certificate may be incorporated into the General College's associate in arts, bachelor of applied studies, or bachelor of general studies degree program.

**Law Enforcement/Corrections**—The General College is certified by the state Peace Officers Standards and Training (POST) Board to offer an approved sequence to become a licensed peace officer in Minnesota. (Total requirements are completion of 90 academic credits including the approved sequence, an advanced first aid certificate or the equivalent, and an eight-week skills course at the Minneapolis Community College or other approved institution.) Completion of the 90 credits qualifies the student to receive the A.A. degree.

Students wishing to pursue a baccalaureate degree in criminal justice may design their own program through the General College—usually in cooperation with appropriate other departments at the University. No criminal justice degree per se is offered at the University.

**Legal Assistant**—The legal assistant program of the General College endeavors to meet the need of the legal community for courses that enhance and upgrade the skills of persons already working in a legal environment, and to prepare its graduates to aid in both the advancement of the emerging paralegal profession and the effective delivery of legal services. In order to meet these objectives, the program offers courses that are concerned with understanding both the law and the ethics of various legal specialty fields and that emphasize the practical skills needed by a paralegal in order to be an effective member of the legal services delivery team. This program has been approved by the American Bar Association.

Legal assistants aid lawyers in specific areas of law. Their duties generally include collection of information from clients and other sources, preparation of legal documents, and legal research. They must be familiar with the use and interpretation of reference materials such as law digests, encyclopedias, and practice manuals and must be able to initiate procedures and draft materials from which the lawyer will work.

Course work in the legal assistant program includes such general education areas as psychology and political science, business subjects, specific legal topics, and a supervised internship. The 90 credits required for the certificate may be applied to either of the General College baccalaureate degree programs.

Students who are interested in the legal assistant program should contact the program's coordinator or a counselor in the Counseling and Student Development office.

**Marketing**—The marketing program combines course work in general education with course work in marketing and other related business areas. Successful completion of the program of approximately 56 credits leads to a certificate. With appropriate planning, the certificate program may be incorporated into the General College's 90-credit associate in arts degree program or 180-credit bachelor of applied studies or bachelor of general studies degree program. Many recent marketing program graduates have found employ-

## *Career Development Programs*

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ment in midmanagement and administrative/ supervisory positions in retail and wholesale trade, manufacturing, banking and finance, transportation and storage, advertising, insurance, and various small businesses.

The two-year program combines general education and technical courses with a coordinated internship in a Twin Cities business establishment. Technical instruction in general marketing is offered in a 15-credit sequence and a course in sales skills. Class activities include lectures, films, guest speakers, and several kinds of applied experiences. In addition to completing course work, students enrolled in the program must be employed in suitable marketing positions in which they receive on-the-job training by employers who can work closely with the coordinator of the program. The work experience may involve nonselling as well as selling activities. Regular seminars provide students with opportunities to discuss employment problems and to relate classwork to employment activities.

Suggested general education courses include psychology, communication, ethics, mathematics, and statistics. More technical courses include business problems, personnel administration, practical law, and economics. Required marketing courses include introduction to marketing, sales promotion, problems of management, salesmanship, and internship.

A third- and fourth-year concentration in professional sales—which includes course work in general education, business-related areas, and professional sales—can, with planning, be incorporated into a baccalaureate degree program. Prospective students must have completed a minimum of 90 credits which include introductory courses in business, marketing, and sales. Questions about the concentration should be directed to the director of the marketing program.

Interested students should discuss marketing or professional sales with the program coordinator or with a counselor in the Counseling and Student Development office.

**Open Learning for Fire Service**—The General College, in cooperation with the Department of Independent Study, provides the course work for the Open Learning for Fire Service Program (OLFSP) in the Upper Midwest area. Students participating in OLFSP may work toward a bachelor of general studies (B.G.S.) degree through the General College.

Students who do not want to pursue a baccalaureate degree may register in individual OLFSP courses in which they are interested. There are no entrance requirements for registration in individual courses.

All students interested in the degree will be required to complete six core courses and three other fire science courses from one of two possible areas of emphasis: fire administration and management, or fire prevention technology. Additional courses to complete the degree program can be selected from those listed in this bulletin or in the *Extension Independent Study Bulletin*.

**Radiologic Technology**—Students in the radiologic technology program combine 45 credits of radiologic technology course work and experience with 45 credits of general education course work through the General College. All students accepted into the program are eligible for a stipend after their seventh month in the program. Students who successfully complete the 90-credit program earn an associate in arts degree from the General College. They will receive certification from the American Registry of Radiologic Technologists, and may join the American Society of Radiologic Technologists.

Radiologic technology courses include orientation to radiologic technology, medical terminology, related ethics, darkroom chemistry and techniques, nursing procedures, medical and surgical diseases, radiographic positioning, principles of radiographic exposure, radiographic anatomy, fundamental electricity, radiological physics, special radiographic problems, basics of nuclear medicine, basics of radiation therapy, radiographic equipment, and systems analysis.

## Degrees and Programs

**Vocational Teacher Education**—The vocational teacher education program, developed cooperatively with the Division of Industrial Education of the College of Education, is designed expressly for persons now teaching in Minnesota's area vocational-technical schools, or for those with technical training and trade, industrial, or business experience who are interested in becoming teachers in area vocational-technical schools. The major objectives of the program are

- to upgrade the teaching competency of in-service vocational-technical teachers;
- to prepare present vocational-technical teachers for career advancement; and
- to provide an opportunity for those now teaching to further their general education.

A minimum of 30 credits must be earned in General College courses and 21 credits in industrial education courses. To enable full-time employees to pursue a degree, many of the courses are offered in the evening through Continuing Education and Extension.

General College credits may be granted to students for technical, trade, or business training previously completed in accredited schools and for experience on the job. The number of credits allowed for previous training or work experience is related to the length of the training program or type of work experience. A maximum of 45 credits completed in the vocational teacher education program may be applied toward an associate in arts degree. Students in the program must complete a total of 96 credits to earn the A.A. degree.

Persons interested in obtaining additional information about the program should contact the Counseling and Student Development office.

**Cooperative Programs With Other Educational Institutions**—To provide a wide range of opportunities for students interested in occupational programs, the General College grants credit toward associate or baccalaureate degrees for work completed at public or private technical institutes. Acceptance of such credit encourages students to combine specific vocational study, often available only at technical institutes, with their general education studies in the General College. All of the student's work can thus be applied toward a General College degree.

The following requirements govern the application of work completed at a technical institute to a General College degree:

1. Technical education must be completed in an area vocational-technical institute or in a private technical school approved by the General College and by the State Department of Vocational Education.
2. The number of credits accepted toward a General College degree is determined on the basis of a ratio of clock hours of instruction to quarter credits. In general, a ratio of 30 clock hours to 1 quarter credit applies. A maximum of 45 credits may be applied toward the A.A. degree and a maximum of 90 credits toward the B.G.S. or B.A.S. degree.
3. Credit toward a General College degree is granted only for completed programs, and such credit may not be used to fulfill degree requirements until a minimum of 45 quarter credits have been satisfactorily completed in residence at the University. Thirty credits must be earned in the General College for an A.A. degree and 45 for a baccalaureate degree. General College admission requirements apply to any student seeking admission to the General College component of any cooperative program.

Prospective students interested in degree programs combining work at a technical institute with study in the General College should discuss their plans with a counselor in the Counseling and Student Development office.

## **Transfer to Other Colleges or Institutions**

Many students enroll in the General College with the intention of transferring to other colleges of the University or other higher education institutions. Usually transfer is not difficult for the student who meets the academic and course distribution requirements of the college or institution she or he wishes to enter. However, since these requirements are different for individual colleges and institutions and since they may change from time to

## *Transfer to Other Colleges or Institutions*

time, it is to the student's advantage to discuss transfer plans with a counselor in the Counseling and Student Development office. Final decisions on transfer requests and transferability of courses are made by the college or institution to which the student is applying, rather than by the General College.

Even if a student is not sure about whether she or he will transfer, early planning is helpful. General College counselors and advisers can provide information about specific course requirements, majors, and educational options available at various colleges and universities. Informed educational decision making is important to a well-planned college career.

**Transfer to Other Colleges of the University**—Some students transfer to other colleges of the University after completing three or more quarters in the General College. With careful planning, students can transfer directly into upper division programs after completing the associate in arts degree. Though transfer requirements set by the different colleges of the University vary, as a general rule a high C(7) average in General College course work is necessary. In addition, students must have completed two or three courses outside the General College, preferably in the area in which they intend to major; the grade average for these courses must be at least C. In some cases, specific courses are required. Colleges of the University seldom consider applications for transfer submitted by students who have completed fewer than 36 credits.

Students who transfer to other colleges of the University usually receive credit for most General College courses satisfactorily completed. Many General College credits can be used to satisfy the liberal education distribution requirements of the new college; most others are transferable as electives.

Most General College students who transfer to other colleges of the University apply to one of the four listed below. Some general guidelines for transfer are given for each college. A student should obtain the current bulletin for the appropriate college and then meet with a General College counselor or adviser to discuss specific requirements. Information about transfer to other colleges of the University of Minnesota can be obtained from a counselor in the Counseling and Student Development office.

Students wishing to transfer within the University should make an appointment for an interview with a General College counselor at the time they submit an application. Because of application deadlines, transfer interviews should be arranged not later than midquarter prior to actual transfer, and even sooner if a transfer application is to be made to the College of Education or the School of Management. A Request for Change of College Within the University form and specific information about deadlines are available from the GC Counseling and Student Development office, 10 Nicholson Hall, or from the University Office of Admissions, 240 Williamson Hall.

### *COLLEGE OF LIBERAL ARTS (CLA)*

1. Completion of 36 transferable credits
2. A minimum GC status of C(7) and a grade point average of C in three to four CLA academic courses (exclusive of Physical Education), or a minimum GC status of C(6) and a grade point average of C+ in four CLA academic courses (exclusive of Physical Education), or a minimum GC status of B(8) and a grade point average of C in any CLA courses
3. One copy of student transcript

### *SCHOOL OF MANAGEMENT*

Application deadlines are July 10 for fall quarter and January 10 for spring quarter, with no admission for winter quarter. The following requirements apply to students considered for admission prior to spring 1984.

1. Completion of 74 transferable credits by the application deadline. The student must also present proof that course work is in progress to total 80 credits. A minimum overall grade point average of 2.70 in all transferable credits is required. The 74 credits must include Finite Mathematics; Calculus; Acct 1024 and 1025 (6 credits); GC 1296 or Econ 1001, with a C(7) grade required; GC 1295 or Econ 1002, with a C(7) grade required; and QA 1050 (no credit allowed for GC 1454).
2. Completion of all but three of the other pre-management courses.

## Degrees and Programs

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### COLLEGE OF EDUCATION

Most programs require two years of college (a minimum of 84 credits), although a few admit students after one year (a minimum of 45 credits). An overall C(7) grade average is required, with a C(7) grade in two General College writing courses and a general psychology course. Some CLA courses must be taken during the second year, and many Education programs require specific prerequisite courses. Students should see a General College counselor for the requirements for their intended major.

For admissions counseling, students should review their transcript with a counselor in the Education Career Development Office (ECDO), 1425 University Avenue S.E. (373-2268), at least one quarter before applying for transfer.

### INSTITUTE OF TECHNOLOGY (IT)

Students should have most of the lower division (first two years) of the IT program they wish to enter either completed or in progress, including courses in mathematics, chemistry, physics, and computer science. Applications for fall quarter should be submitted by *April 1 (the priority deadline)*. The final application deadline for fall quarter is July 15; for winter quarter, November 15; for spring quarter, February 15. Admission is offered to the best qualified of those who apply, based on grade point average and grades in science and mathematics. Since demand for some IT programs greatly exceeds available places, applicants are requested to indicate three majors in order of preference.

*International students* are admitted for fall quarter only. Applications must be submitted by April 1. Selection is based on the student's academic record and the availability of space.

**Transfer to Colleges Outside the University**—Many General College students are interested in continuing their education at higher education institutions that have programs unavailable at the University or different from those offered in the General College. Procedures for transferring to colleges outside the University may be discussed with a General College counselor or adviser.

Requirements for transfer to colleges outside of the University vary from institution to institution, but most General College credits are usually accepted by community colleges and four-year colleges.

## GC/CEE Programs

General College participation in Continuing Education and Extension (CEE) activities has increased rapidly in recent years. A decade ago, only a few General College evening classes were available. Today, approximately 200 General College classes are taught annually through several departments in CEE. Most of these are offered through the Department of Extension Classes on campus and in several neighborhood centers. A number of correspondence courses are available through the Department of Independent Study. Classes are also scheduled on a regular basis through the Department of Community Programs in several Twin Cities locations. Skills centers for various educational programs have been staffed at Stillwater State Prison. General College courses and instructors also contribute to the math anxiety program offered by Continuing Education for Women, to the career development programs offered at Control Data and Land O' Lakes, and to the music program offerings scheduled at the MacPhail Center for the Arts. In addition, the General College aging studies program curriculum and many other components of General College day school programs are offered through CEE.

This range of course offerings has brought a marked increase in the number of students who work toward General College degrees through CEE. The associate in arts, bachelor of applied studies, and bachelor of general studies degrees can be completed entirely through the Department of Extension Classes. The associate in arts degree can be completed entirely through the Department of Independent Study by means of correspondence courses. Students interested in pursuing a GC degree through CEE must formally apply to the General College, following application procedures for their chosen program. Students should contact the Continuing Education and Extension Counseling department or the General College Counseling and Student Development office for help in program planning and information about admission procedures.



Students routinely speak at commencements and other activities.

## IV. COURSE DESCRIPTIONS (GC)

### Numbering

1000 to 1999 Open to all students.

3000 to 3999 Open to juniors and seniors. Sophomores with a C(7) average or with consent of the instructor may also register for these courses.

xxx7 Individualized internship courses

xxx8 Special topics courses

xxx9 Individual study

*Note:* Individualized internship, special topics, and individualized credit numbers will be assigned, as appropriate, by a member of the General College administration at the time a student registers for such a course. Individualized internship (xxx7) and individualized credit (xxx9) courses are not scheduled as regular classes, but are listed at the end of each course area throughout this section to help students and faculty members choose appropriate course numbers and titles.

### Symbols

§ Credit will not be granted if the equivalent course listed after the section mark has been taken for credit.

† Concurrent registration is allowed (or required) in the course listed after the paragraph mark.

# Consent of the instructor is required prior to registration.

△ Consent of the college is required prior to registration.

*Note:* The abbreviation "Gr A, B, C, D, or E" following a course description denotes the distribution group to which the course belongs (see chart titled "General College Courses Classified by CLE Distribution Group" in section III). If more than one letter appears following a course, the course may be used in one of the groups, but not in each group.

All courses offered through the General College carry a "GC" prefix.

## GENERAL EDUCATION CURRICULUM

### Art and Music

**1300. MUSIC THEORY.** (Cr ar; offered at MacPhail only)

Aspects of music not involved in actual mechanics of playing an instrument or singing. (GrD)

**1301. KEYBOARD PERFORMANCE.** (Cr ar; offered at MacPhail only)

Group or individual instruction in piano, organ, harpsichord, or accordion at various levels of proficiency. (GrD)

**1302. STRINGS.** (Cr ar; offered at MacPhail only)

Private lessons and classes in string instruments. (GrD)

**1303. WOODWINDS, BRASS, PERCUSSION.** (Cr ar; offered at MacPhail only)

Instruction in woodwind, brass, and percussion instruments for students at all levels of proficiency. (GrD)

**1304. VOICE.** (Cr ar; offered at MacPhail only)

Instruction for beginning as well as advanced singers. (GrD)

**1305. DANCE.** (Cr ar; offered at MacPhail only)

Instruction for beginning as well as advanced dancers. (GrD)

**1311. ART: GENERAL ARTS.** (4 cr, §3311)

Examines representative works of art from genres of painting, sculpture, architecture, literature, and music to discover how and why art is created and to enable students to formulate and evaluate ideas and attitudes about it. (GrD)

**1312, 1313. ART: ART TODAY I, II.** (3 cr per qtr; students may enroll for 1 or 2 qtrs in any sequence; S-N only)

Participation in selected fields of study related to contemporary art and art activity, generally in areas such as painting, filmmaking, sculpture, architecture, and crafts. (GrD)

## General Education Curriculum

- 1331. MUSIC: INSTRUMENTAL MUSIC AND ITS TRADITIONS.** (4 cr)  
"Listening awareness" developed through acquaintance with sound of orchestral instruments, traditional means of organizing music, and representative works of some major composers. (GrD)
- 1333. MUSIC: VOCAL MUSIC AND ITS TRADITIONS.** (4 cr)  
"Listening awareness" developed through an acquaintance with representative vocal works of some major composers. Musical types may include folk song, popular song, hymn, chant, madrigal and other choral forms, art song, and opera. (GrD)
- 1474. CREATIVITY: CAMERA IN COMMUNICATION.** (3 cr; offered if feasible)  
Students learn to use basic equipment and to present story or message effectively. Fundamentals of camera work in shooting and editing film, presenting finished product, and techniques of adding sound effects or music. Communication potentials of the medium, its effective use as tool for reporting results from wide variety of investigations. Students must have use of camera. Course does not provide opportunities for darkroom work, nor is it concerned with sophistications of art of film. (GrA, D)
- 1481. CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA.** (3 cr [may be repeated for max 9 cr])  
Opportunity for creative experiences in number of art media. Laboratory planned and operated to meet individual needs and interests of students and to provide means to develop creative awareness and ability. Includes reading assignments, lectures, and gallery trips. (GrD)
- 1483. CREATIVITY: MUSIC LABORATORY—HOW TO READ AND WRITE MUSIC.** (3 cr [may be repeated for max 6 cr]; open to students with or without previous musical training)  
Students learn to read, write, and perform music notation. Includes note names, rhythmic and meter symbols, key signatures, and scales. Opportunity to compose also. (GrD)
- 1485. CREATIVITY: PHOTOGRAPHY I.** (4 cr; offered through CEE only)  
Instruction in use of cameras, basic optics, film and paper emulsions, and similar topics. Darkroom work with basic techniques, film developing, and paper printing. *Students must have a camera; a 35mm camera is preferred but not required.* (GrD)
- 1486. CREATIVITY: PHOTOGRAPHY II.** (4 cr; prereq 1485 or #; offered through CEE only)  
For students with previous experience in developing and printing. Discussion of photographic history, continued work with black and white processes, and introduction to some nonsilver media. Emphasis on exploration of students' own photographic sensibilities. *Students must have a camera; a 35mm camera is preferred but not required.* (GrD)
- 1506. PIANO TUNING.** (Cr ar; offered at MacPhail only)  
Highly specialized course in piano tuning and repair; certificate awarded after completion of course. Includes one season of tuning experience, and requires passing of test administered by panel of judges. Fee covers instruction, texts, and some equipment. Six hours of tuning practice outside class each term recommended.
- 1507. GUITAR REPAIR.** (Cr ar; offered at MacPhail only)  
Basic skills for maintenance and repair of guitar—electric, acoustic, or classical. Students learn to do actual repair, including replacement and adjustment of truss rods, frets, nut, bridge, and touch-up work.
- 1536. INTRODUCTION TO COMMERCIAL ART.** (3 cr [may be repeated for max 9 cr]; prereq previous art experience or #)  
Emphasis on design, lettering, graphic expression, and commercial processes fundamental to commercial art. (GrD)
- 3311. ART: GENERAL ARTS.** (4 cr, §1311)  
For description, see 1311. (GrD)
- 3335. MUSIC OF THE 20TH CENTURY.** (4 cr, §1335; prereq one music course or #)  
How music today differs from what it was at start of century. Main lines of development of 20th-century music explored through study of selected representative compositions by its most influential composers. Additional experiences to enhance understanding of current experiments and trends in avant-garde movements. (GrD)
- 3616. CREATIVITY: CRAFTS.** (4 cr; prereq soph enrolled in HSG or Pre-OT program or #)  
For students planning to use craftwork as therapeutic device in their professions. The broad families of craft materials and basic techniques for working them. Fosters development of creative and artistic attitudes toward materials, techniques, and products, and promotes development of flexible approaches to problems of equipment, facilities, and budget. Important concern is to make students aware of themselves in process of creating craftwork. GrD).

### Individualized Credit Opportunities

- |   |   |
|---|---|
| <b>1319. ART: INDIVIDUAL STUDY</b>        | <b>3319. ART: INDIVIDUAL STUDY</b>        |
| <b>1337. INTERNSHIP: ART AND MUSIC</b>    | <b>3337. INTERNSHIP: ART AND MUSIC</b>    |
| <b>1339. MUSIC: INDIVIDUAL STUDY</b>      | <b>3339. MUSIC: INDIVIDUAL STUDY</b>      |
| <b>1489. CREATIVITY: INDIVIDUAL STUDY</b> | <b>3489. CREATIVITY: INDIVIDUAL STUDY</b> |

### Business and Legal Studies

- 1053. SELLING APPROACHES AND TECHNIQUES.** (4 cr; offered through CEE only)  
General theory of selling to help practicing salesperson better evaluate effectiveness or ineffectiveness of sales effort. Problem-solving approach to needs of potential buyer of product or customer of services.

## Course Descriptions

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- 1081. PERSONNEL SELECTION FOR NONPROFESSIONALS.** (4 cr; offered through CEE only)  
Intended for supervisors and administrators not employed in personnel field who need basic practice in and knowledge of employment interviewing, testing, and other selection techniques. Equal opportunity laws and affirmative action programs as they affect employment process.
- 1235. UNITED STATES: LAW IN SOCIETY.** (5 cr)  
For description, see Social Sciences section.
- 1425. BUSINESS CORRESPONDENCE.** (4 cr. §1531; prereq 1421...1422 recommended)  
For description, see Communication, Writing, Speech section.
- 1502. CAREER PLANNING.** (2 cr)  
Career workshop designed to assess a student's interests, abilities, needs, values, and personality through testing and subjective self-exploration. Use of occupational information provided through computerized system and other printed materials. For students who are undecided about their future career choice and those who need to confirm a tentative career choice. (GrC)
- 1503. JOB-FINDING SKILLS AND PRACTICE.** (2 cr)  
Résumés, application letters, job interviews. Techniques for finding the right job and selling one's qualifications to prospective employers. (GrC)
- 1504. SUCCESS IN A CAREER.** (2 cr)  
Interpersonal skills for employment. How to get along better with supervisors, subordinates, colleagues, clients, and associates. Role playing, modeling, simulations, readings, and exercises. Concepts from transactional analysis and assertive behavior. (GrC)
- 1505. WORK AND LEISURE.** (2 cr)  
Meanings of work, occupations, and leisure as they relate to individual and societal goals. Ideas from psychological, sociological, historical, and economic perspectives. (GrC)
- 1511. INTRODUCTION TO MODERN BUSINESS.** (5 cr)  
Intended for both business and general education students; overview of economic environment in which business operates. Topics include production, finance, personnel, and marketing. Useful introductory course for students planning further study in business fields; also recommended for those who want to survey field without studying it in detail. (GrC)
- 1513. PRINCIPLES OF SMALL BUSINESS OPERATIONS.** (5 cr)  
Environment and management of small business, problems of initiating business, financial administrative control, marketing policies, and legal and governmental relationships. Designed specifically for those who plan to own or operate some form of small business in marketing-related area.
- 1517. INTERNSHIP IN COOPERATIVE EDUCATION.** (6 cr; prereq  $\Delta$ )  
Work: experience program in which students work 20 hours a week for 10 weeks in paid positions. Students pursue personal and career-related goals, and gain new knowledge and skills to help them cope with challenges of work and personal living. Includes 2-hour on-campus seminar 1 day a week.
- 1530. FUNDAMENTALS OF FINANCIAL ADMINISTRATION.** (4 cr; prereq 1540, #,  $\Delta$ ; offered if feasible)  
Introduction to decision making in financial management. Determination of financial needs, sources of financing, and evaluation of spending program. Budgeting, cash flows, trade credit, and cost-revenue analyses. (GrC)
- 1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS.** (5 cr)  
For description, see Mathematics section.
- 1534. PRACTICAL LAW.** (5 cr)  
Common legal problems. Topics include definition and sources of law, formation and discharge of contracts, torts (personal injury and property damage suits), criminal law, bailments, nature and classification of real and personal property, and joint ownership and tenancy. (GrC)
- 1535. INTRODUCTION TO DATA PROCESSING.** (4 cr)  
Basic aspects of data processing. Useful to students interested in computer programming or data processing. Includes the history of data processing, current equipment, computer language and operating systems, computer-related number systems, applications in various disciplines, social and economic effects, and career opportunities. Students learn BASIC in order to understand current information processing concepts and procedures. Opportunity to use computer. (GrA)
- 1536. INTRODUCTION TO COMMERCIAL ART.** (3 cr [may be repeated for max 9 cr]; prereq previous art experience or #)  
For description, see Art and Music section.
- 1537. SALESMANSHIP.** (3 cr)  
Sales as an occupation, qualifications needed for successful career in selling and sales management. Principles and techniques practiced by such means as role playing and sales demonstrations. Resource people, guest speakers, recordings, films, and discussions provide material for students to develop salesplanning portfolios. Concurrent employment in selling or sales-related occupation recommended but not required.

## General Education Curriculum

- 1540. ACCOUNTING FUNDAMENTALS I.** (4 cr)  
Introductory course for those who plan continued study in accounting or are interested in other business fields. Balance sheet and income statement methodology; accounting cycle for both service and merchandising businesses; and examination of special journals, inventories, receivables, and accounting for plant and equipment. Lectures, discussions, and frequent homework assignments. (GrA)
- 1542. ACCOUNTING FUNDAMENTALS II.** (4 cr; prereq 1540)  
Continues first-year accounting sequence. Topics include handling of dividends, retained earnings and treasury stock, debt, investments, financial reporting, and sources and uses of working capital. Examination of financial statements. Introduction to accounting for manufacturing operation and cost analysis problems. (GrA)
- 1572. INTRODUCTION TO BLOCK DIAGRAMMING AND PROGRAMMING.** (5 cr; prereq 1535 or #; offered if feasible)  
Orientation to problem solving in data processing. Typically involves formulating block diagram (graphic sequence of steps needed to solve problems) and using it as guide for writing a program. Useful to students interested in work in data processing or business or those interested in improving logical-thinking skills. Concepts such as computer number systems, languages, various storage devices, and techniques for recording information emphasized, along with programming techniques such as switches, branching, use of input-output devices, editing fields for printing, and defining working storage areas and constants. COBOL used for writing programs. Includes use of computer whenever possible. (GrA)
- 1580. AN INTRODUCTION TO PARALEGAL CAREERS.** (1 cr; prereq #, Δ)  
For description, see Legal Assistant section.
- 1731. CONSUMER PROBLEMS AND PERSONAL FINANCE.** (5 cr)  
Economic system from viewpoint of family as consumer unit. Fundamentals of financial planning and personal economic decision making, their application to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit, obtaining and evaluating consumer information. (GrC)
- 1764. CREDITS AND COLLECTIONS.** (3 cr)  
Nature and types of credit instruments and agencies; qualifications and work of credit manager; valuation and use of financial statements and credit reports; collection methods and correspondence; bankruptcy and adjustments; credit limit and control.
- 3211. STATUTORY DEFINITIONS OF LAW: MINNESOTA CRIMINAL CODE.** (4 cr)  
For description, see Law Enforcement/Corrections section.
- 3212. CRIMINAL PROCEDURE.** (4 cr)  
For description, see Law Enforcement/Corrections section.
- 3213. POLICE IN THE COMMUNITY.** (4 cr)  
For description, see Law Enforcement/Corrections section.
- 3234. IMMIGRATION LAW AND POLICY: PAST AND PRESENT.** (4 cr; offered through CEE only)  
For description, see Social Sciences section.
- 3235. POVERTY LAW.** (5 cr; prereq 1235 or #...1212 recommended)  
For description, see Social Sciences section.
- 3236. MINNESOTA CORRECTIONS: PENAL ALTERNATIVES.** (4 cr)  
For description, see Social Sciences section.
- 3342. MORAL ISSUES IN BUSINESS.** (4 cr)  
For description, see Philosophy, Literature, Humanities section.
- 3345. MORALITY AND THE LAW.** (4 cr)  
For description, see Philosophy, Literature, Humanities section.
- 3454. UNDERSTANDING QUANTITATIVE RESEARCH METHODS.** (4 cr; prereq elementary mathematics or #)  
For description, see Mathematics section.
- 3462. PUBLIC SPEAKING FOR BUSINESS AND THE PROFESSIONS.** (4 cr; prereq 1461 or equiv)  
For description, see Communication, Writing, Speech section.
- 3464. COMMUNICATION IN ORGANIZATIONS.** (4 cr; prereq 1461 or 1465, 5 cr in psychology)  
For description, see Communication, Writing, Speech section.
- 3503. CAREERS IN FINE ARTS.** (4 cr; prereq #, Δ; S-N only)  
For description, see Art and Music section.
- 3514. RESEARCH FOR STARTING A SMALL BUSINESS.** (5 cr; prereq 1513, 1540, 1551 and #, Δ)  
For students interested in starting a small business. Investigates business opportunities, but students are expected to have specific business in mind. Emphasis on marketing strategy, financial analyses and projections, defining product/service offerings, and promotion.
- 3517. INTERNSHIP IN COOPERATIVE EDUCATION.** (6 cr; prereq #, Δ)  
For description, see 1517.

## Course Descriptions

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- 3531. WRITING FOR BUSINESS AND THE PROFESSIONS.** (4 cr; prereq 1421...1422 or 1425 or 1531 recommended)  
For description, see Communication, Writing, Speech section.
- 3532. LEGAL WRITING.** (4 cr; prereq 1421...1422 recommended, Δ)  
For description, see Communication, Writing, Speech section.
- 3533. FUNCTIONAL COMMUNICATION.** (5 cr; prereq 1421 and either 1422 or 1461)  
For description, see Communication, Writing, Speech section.
- 3560. PERSONNEL ADMINISTRATION.** (4 cr)  
For both generalists and business students in certificate and baccalaureate programs—paralegal administrators, small business entrepreneurs, and other future business employers. Covers employee selection, development, evaluation, and compensation. Provides opportunity for students to pursue new job and career openings and suggests ways to function more effectively as employers. (GrA)
- 3571. COMPUTER APPROACH: PROBLEM SOLVING.** (4 cr; prereq intermediate algebra or #)  
For description, see Mathematics section.
- 3594. LEGAL STUDIES: COMPUTERS IN THE LAW FIRM.** (4 cr; prereq 3584, 3586, #, Δ)  
For description, see Legal Assistant section.
- 3602. APPLIED SUPERVISION.** (4 cr; prereq 45 cr, 1511, one course in psychology and sociology or #)  
Practical approaches to supervision principles and problems in small- and medium-size businesses. Through case problems, role playing in simulated business situations, and decision-making exercises, students learn relationship between authority and responsibility as well as delegation process; manager or group decision-making methods; techniques of communication process between management and employees; practical knowledge of concept of job enrichment; and characteristics of the high-productivity manager. (GrA)
- 3605. INTERVIEWING.** (5 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.
- 3616. CREATIVITY: CRAFTS.** (4 cr; prereq soph enrolled in RSG, HSG, or Pre-OT program or #)  
For description, see Art and Music section.
- 3732. CONSUMER TRANSACTIONS AND THE LAW.** (4 cr; prereq 1534...1731 recommended)  
Relationship between consumer marketplace and law, focusing on preventive law for consumer seller buyer before, during, and after transactions. Stress on legal self-sufficiency as cost-saving, effective consumer technique. Topics include introduction to consumer law, deceptive practices and legal regulation of marketing techniques, extending credit, usury regulation, product warranty issues, security agreement regulation, debtor default and creditor collection remedies, buyer-seller remedies for contractual nonperformance, product liability for defective goods, and debt counseling and bankruptcy concerns. (GrC)
- 3764. CREDITS AND COLLECTIONS MANAGEMENT.** (4 cr; prereq 1053, 1551)  
Credits and collections issues relating to sales and business administration. Relevant current legislation, data processing systems, impact of economy, and controlling credit.

### Individualized Credit Opportunities

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|---|--|
| <b>1539. GENERAL BUSINESS: INDIVIDUAL STUDY</b> | <b>3589. LEGAL STUDIES: INDIVIDUAL STUDY</b>             |
| <b>1549. BUSINESS SKILLS: INDIVIDUAL STUDY</b>  | <b>3609. INTERVIEWING: INDIVIDUAL STUDY</b>              |
| <b>3539. GENERAL BUSINESS: INDIVIDUAL STUDY</b> | <b>3629. HUMAN SERVICES GENERALIST: INDIVIDUAL STUDY</b> |
| <b>3549. BUSINESS SKILLS: INDIVIDUAL STUDY</b>  | <b>3659. CORRECTIONS: INDIVIDUAL STUDY</b>               |
| <b>3559. MARKETING: INDIVIDUAL STUDY</b>        |  |

## Communication, Writing, Speech

- 1381. RADIO AND TELEVISION TODAY.** (3 cr)  
Television as a medium of communication, how it fits modern culture, and how it affects community, children, family life, and political process. Examination of radio-TV industry including programming, advertising, and regulating agencies. Substantial reading and class discussion. (GrC)
- 1400. SPEECH AND THEATRE.** (Cr ar; offered at MacPhail only)  
Private instruction in speech arts, including drama. Flexible instruction designed to meet needs of individuals. Training of the speaking voice, diction, speechmaking and delivery, and interpretation of literature and playreading. (GrA)
- 1401. IMPROVING STUDY SKILLS, READING COMPREHENSION, AND VOCABULARY.** (1-3 cr, \$old 1406)  
Students acquire study techniques in budgeting time efficiently; previewing, reviewing, and studying textbooks; memorizing; taking notes; organizing material; and studying for tests. They learn techniques for identifying main ideas, retaining facts, and recognizing relationships of thoughts from their reading. They practice vocabulary building methods through use of basic word parts, words in context, and vocabulary of specific subject areas. Work is mainly through programmed and other self-help methods, with periodic tutorial conferences and tests to measure progress and achievement.

## General Education Curriculum

- 1402. VOCABULARY DEVELOPMENT.** (3 cr, §old 1401)  
In-class discussion, small-group work, and individual projects. Students develop substantial and workable vocabulary through study of dictionary, word parts, and meanings in context in programmed textbooks, current college textbooks, and individually compiled contextual passages. Both written and oral classwork. (GrA)
- 1403. READING, COMPREHENSION, AND STUDY SKILLS.** (3 cr, §old 1402)  
Physical and mental skills involved in helping students comprehend, retain, and evaluate what they read and in enabling them to read at adequate rate of speed. Basic textbook, machines, tapes, and timed readings provide practice in reading for factual information, main ideas, concepts, and implications. Work by whole-class method, in small groups, and individually. (GrA)
- 1404. VOCABULARY IN CONTEXT.** (3 cr, §old 1407)  
Emphasis on studying and using general vocabulary in various contexts. Readings consist mainly of essays on the English language and fiction by standard American and English authors. Writing of original sentences and short narrative or expository paragraphs. Listening exercises using cassette tape provide examples of pronunciation and word usage in context.
- 1405. TECHNICAL READING: TABLES AND GRAPHS.** (1 or 2 cr)  
Designed to prepare students to read technical science materials. Students learn to recognize and define primary roots, prefixes, and suffixes commonly used in scientific writing; understand procedures of applying scientific method of inquiry; identify organizational patterns; recognize and use vocabulary of graphs, charts, and tables; read graphs, charts, and tables used in science texts; and relate information in graphs, charts, and tables to concepts presented in accompanying text materials. (GrA)
- 1411. FUNDAMENTALS OF USAGE AND STYLE.** (3 cr, §old 1405)  
Students practice principles of grammar, usage, and style by doing exercises and writing sentences and paragraphs. (GrA)
- 1412. WRITING GRAMMATICAL SENTENCES AND DEVELOPING ORGANIZED PARAGRAPHS.** (1 or 2 cr, §old 1404)  
Work on sentence problems to develop style that is grammatically correct and structurally flexible and complex. Work on paragraph problems and practice in various patterns for writing organized paragraphs. (GrA)
- 1413. VOCABULARY DEVELOPMENT FOR NONNATIVE SPEAKERS OF ENGLISH.** (3 cr; prereq △)  
Troublesome idioms and verb phrases. Oral and written practice of idioms and other vocabulary items to broaden knowledge and understanding of English language. Word parts (affixes).
- 1414. ORAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH.** (3 cr; prereq △)  
Students concentrate on improving oral fluency and accuracy, and work with individual pronunciation problems to increase intelligibility. Practice in listening as well as speaking in a variety of common situations.
- 1415. READING COMPREHENSION AND STUDY SKILLS FOR NONNATIVE SPEAKERS OF ENGLISH.** (3 cr; prereq △)  
Practice of reading skills such as skimming, scanning, reading for thorough comprehension, and critical reading. Work to improve general study skills, including using a dictionary, writing outlines, and taking notes.
- 1416. SPELLING AND PUNCTUATION IN WRITING FOR NONNATIVE SPEAKERS OF ENGLISH.** (4 cr; prereq △)  
English spelling and punctuation rules, and application of rules to sentence and paragraph writing. Grammatical rules for sentence writing and introduction to paragraph writing, organization, and development.
- 1417. IMPROVING SPELLING AND PUNCTUATION.** (1 or 2 cr, §old 1403)  
Program in spelling and punctuation adapted to needs of individual students. Diagnostic pretesting to determine specific problems of each student. Improvement of spelling and punctuation skills through completion of individualized exercises and programmed-learning sequences. Posttesting to measure each student's improvement.
- 1421. WRITING LABORATORY: PERSONAL WRITING.** (4 cr)  
Students read and write descriptive narratives, characterizations, and autobiographical sketches. Personal help with individual writing problems. Emphasis on clear and effective written expression. (GrE)
- 1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY.** (4 cr, §1423; prereq 1421)  
Primarily through expository writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events, how they think about them, and how they write and talk about them. (GrE)
- 1425. BUSINESS CORRESPONDENCE.** (4 cr, §1531; prereq 1421...1422 recommended; offered through CEE only)  
Using accepted business letter form, students write letters for such purposes as applications, orders, sales, claims, adjustments, credit, collections, and references. Practice in other business forms such as memos, interoffice correspondence, and suggestions for office improvement. *Typed final drafts required.* (GrE)
- 1426. INFORMATION STRATEGIES AND RESEARCH METHODS.** (2 cr, §1408 or §3408, §3426)  
Designed to prepare students to use libraries effectively. Focus on analyzing information needs, evaluating resources, and developing research strategies. Final project related to each student's field of interest. (GrA)

## Course Descriptions

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- 1461. ORAL COMMUNICATION: BASIC PRINCIPLES.** (5 cr)  
Various uses to which people put speech and basic biological, psychological, and social needs these uses are intended to satisfy. In conversations, discussions, and prepared speeches, students share ideas, attitudes, and experiences with others; investigate pervasiveness and function of communication in modern life; and examine how language functions as means of communication. Students listen and respond to communication of others and comment on what they see, hear, and feel. (GrA)
- 1463. ORAL COMMUNICATION: DYNAMICS OF THE PUBLIC SPEECH.** (3 cr, §1418; prereq 1461; offered if feasible)  
In order to discover and develop individual platform style, students prepare speeches of information, argumentation, and persuasion and deliver them in class. Classroom audience provides critical response to both content and presentation of speeches. Students examine methods used by professional speakers and are encouraged to make appropriate use of these in their own speaking. (GrA)
- 1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION.** (4 cr)  
Nature of groups, how they form and function, what purpose they serve in our society, and how leadership and other role behaviors emerge from their structure. Variety of group projects, activities, and discussions. (GrA)
- 1465. ORAL COMMUNICATION: INTERPERSONAL COMMUNICATION.** (4 cr)  
Students examine their own communication patterns—verbal, nonverbal, and vocal—and try to discover why they are effective or ineffective communicators, to uncover some origins of their communicative behavior, and to understand means we use to relate to each other and ways we alienate ourselves from each other. Course asks students to begin or deepen their search for identity and to aid others in their search. Students apprehensive about the "personal" dimension should not take this course. (GrA)
- 1471. CREATIVITY: CREATIVE PROBLEM SOLVING—INNOVATION TECHNIQUES.** (4 cr)  
To heighten awareness of problems and challenges in academic and personal life, students solve problems in an open and trusting environment and become aware of their creative potential. Working individually or in groups, students use innovative techniques to help them perceive and approach problems flexibly and imaginatively. Readings and class exercises. (GrA)
- 1472. INTRODUCTION TO AMERICAN SIGN LANGUAGE AND THE DEAF COMMUNITY—LEVEL 1.** (4 cr, §1468)  
History and rules of American Sign Language (ASL), Pidgin Sign English (codes), basic sign language, body movement, facial expression, and common myths associated with deafness. Readiness activities (training eyes and body) to help students "loosen up" and develop needed visual and motor skills. (GrA)
- 1473. INTRODUCTION TO SIGN LANGUAGE AND THE DEAF COMMUNITY—LEVEL 2.** (4 cr; prereq 1473 or 1468)  
Deaf culture (tradition and history), deaf community (as opposed to a cultural group), criteria for membership (audiological, political, social, linguistic). More in-depth work on ASL structure and sign vocabularies, introduction to sign language idioms. Student translation of several stories from English to ASL. (GrA)
- 1484. CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.** (4 cr [may be repeated for max 8 cr]; prereq 1421, recommendation of a previous writing lab instructor, #, Δ)  
Work on individual writing projects. After study of techniques of description and narration, participants write sketches, short stories, informal essays, poems, or dramatic scripts, as their interest directs them and as instructor permits. (GrE)
- 3423. WRITING THE RESEARCH OR SURVEY REPORT.** (4 cr, §1424; prereq 1421...1422 recommended)  
Writing informal and formal survey or research reports; discovering information resources; developing multimedia techniques for securing, tabulating, and interpreting data; and organizing, illustrating, writing, and presenting final reports. Designed especially for students working toward baccalaureate degrees or preparing senior reports. Close and frequent liaison among student, supervisor or adviser in field of concentration, and professor teaching course. (GrE)
- 3426. INFORMATION STRATEGIES AND RESEARCH METHODS.** (2 cr, §1408 or §3408, §1426)  
For description, see 1426. (GrA)
- 3461. MALE/FEMALE COMMUNICATION.** (4 cr; prereq #, Δ)  
In open and cheerful atmosphere, students study interpersonal communication between women and men. Topics include language, body movement, use of space, sexuality, power, changing roles, stereotypes, evaluating relationships, and public issues. Learning experiences make use of film, role playing, lecture, discussion, guests, and simulation. (GrA)
- 3462. PUBLIC SPEAKING FOR BUSINESS AND THE PROFESSIONS.** (4 cr; prereq 1461 or equiv; offered if feasible)  
Principles of speech design, composition, and delivery for those whose work or avocations require skill in public speaking. Frequent and varied speaking assignments with emphasis upon identification and refinement of a personal style. (GrA)
- 3464. COMMUNICATION IN ORGANIZATIONS.** (4 cr; prereq 1461 or 1465, 5 cr in psychology)  
For managers, supervisors, and others who directly control quality of life of persons in organizations; focuses on processes and problems involved in working and communicating with people in organizational settings and on knowledge, attitudes, and skills that underlie effective behavior in organizational relationships. (GrA)

## General Education Curriculum

- 3465. COMMUNICATION FOR HEALTH WORKERS.** (4 cr; 1465 recommended)  
Special communication needs that arise from stressful conditions often associated with health care. How to talk and relate to people in pain or discomfort; to those facing certainty or uncertainty of prolonged and serious illness; to the crippled, aged, dying; and to patients' relatives. (GrA)
- 3467. COMMUNICATING WITH THE OLDER ADULT.** (4 cr; prereq 1234...1465 recommended; offered through CEE only)  
Skills to improve communication techniques with the older client. Discussion of group and interpersonal theories of communication; special communication problems of older adults, including those with hearing loss, stroke victims, and the disoriented; interviewing techniques; nonverbal communication; facilitation of the small group; active listening; communication with minority, low-income, and isolated elderly persons as well as those who are in pain or dying; interpersonal communication with clients and fellow workers; leadership skills. (GrA)
- 3471. CREATIVITY: ADVANCED SKILL DEVELOPMENT.** (4 cr; prereq 1471)  
Explorations with fantasy designed to teach advanced problem defining and idea collecting techniques. Exercises with sounds, visual images, and creative dramatics help students develop personal awareness and imaginative skills. Guest speakers and readings examine creativity in the arts, sciences, and business. Each student prepares a research project to examine creativity in an area of special interest. (GrA)
- 3472. CREATIVE SPEECH ACTIVITIES.** (4 cr; prereq 1461 or 1465 and #, Δ; offered if feasible)  
Exploration of oral communication concepts in greater depth than in introductory courses. Students determine the particular area of speech study and attendant creative speech activities. These might include, for example, writing and performing radio scripts, composing and delivering speeches for church groups, writing and performing ethnic dramatic television skits, or gathering evidence and debating issues before community groups. (GrA)
- 3484. WRITING FOR PUBLICATION.** (4 cr; prereq 1421, #, Δ...1422 or 1484 recommended; offered through CEE only)  
Students develop projects of professional quality for such printed media as trade and professional journals, in-house publications, community newspapers, or magazines for a particular audience. Under instructor's guidance, students discuss each other's work with a view toward improving and possibly marketing manuscripts. (GrE)
- 3531. WRITING FOR BUSINESS AND THE PROFESSIONS.** (4 cr; prereq 1421...1422 or 1425 or 1531 recommended)  
Students write letters, informal and formal reports, recommendations, proposals, summaries, memos —i.e., forms of writing used in business; in health, education, and welfare; and in legal professions. Content adapted to vocational needs of students enrolled. Form, clarity, economy of expression, and suitable tone stressed. *Typed final drafts required.* (GrE)
- 3532. LEGAL WRITING.** (4 cr; prereq 1421...1422 recommended, Δ)  
Principles of clear, concise, professional writing for paralegals. Students write short memoranda, correspondence, and extended arguments in response to hypothetical legal problems. Emphasis on analyzing audience, defining goals, and manipulating tone in various contexts. (GrE)
- 3533. FUNCTIONAL COMMUNICATION.** (5 cr; prereq 1421 and either 1422 or 1461)  
How to communicate more effectively in business and professions through knowledge of letter and memo writing, researching and producing written or oral reports, preparing graphic aids, and operating basic electronic media to enhance performance in meetings and speeches. (GrA, E)
- 3571. COMPUTER APPROACH: PROBLEM SOLVING.** (4 cr; prereq intermediate algebra or #)  
For description, see Mathematics section.
- 3605. INTERVIEWING.** (5 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.

### Individualized Credit Opportunities

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| 1409. COMMUNICATION SKILLS: INDIVIDUAL STUDY       | 3427. INTERNSHIP: WRITING AND SPEECH COMMUNICATION |
| 1427. INTERNSHIP: WRITING AND SPEECH COMMUNICATION | 3429. WRITING: INDIVIDUAL STUDY                    |
| 1429. WRITING: INDIVIDUAL STUDY                    | 3469. ORAL COMMUNICATION: INDIVIDUAL STUDY         |
| 1469. ORAL COMMUNICATION: INDIVIDUAL STUDY         | 3609. INTERVIEWING: INDIVIDUAL STUDY               |
| 3409. COMMUNICATION SKILLS: INDIVIDUAL STUDY       |  |

### Mathematics

Note: The term "GCPP level" refers to student test scores on the mathematics portion of the General College Placement Program.

The subject matter covered in 1431, 1432, 1434, and 1435 may also be studied on a self-paced, programmed study basis in a classroom setting by registering for 1433, or on a semi-independent-study basis by registering for 1439 (offered through the Mathematics Tutorial Room). Students may not receive credit in 1433 or 1439 for equivalent work completed in other mathematics courses (e.g., if a student takes 1431 for credit, she or he may not receive credit in 1433 or 1439 for studying whole numbers, fractions, or decimals).

## Course Descriptions

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- 1431. BASIC MATHEMATICS I.** (3 cr, §1434; prereq GCPP math level A)  
For students who have a limited background in arithmetic. Topics include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, and elementary word problems in these areas.
- 1432. BASIC MATHEMATICS II.** (3 cr, §1434; prereq 1431)  
Continuation of 1431. Topics include percents, signed numbers, the metric system of measurement, scientific notation, formulas, simple graphs, ratio and proportion. Increased emphasis on solving word problems.
- 1433. BASIC MATHEMATICS: PROGRAMMED STUDY.** (1-10 cr [may be repeated for max 10 cr]; prereq GCPP math level A or B or C or 1431 or 1432 or 1434...# or  $\Delta$  required to register for 4 or more cr in 1 qtr)  
For students who have a limited background in arithmetic or elementary algebra and wish to study at their own pace. With aid of instructor, students select topics from among the following: whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, and radicals. Students may not receive credit in 1433 for equivalent work completed in other math courses. (GrA—the 1-5 credits corresponding to 1435)
- 1434. MATHEMATICS SKILLS REVIEW.** (5 cr, §1431, §1432; prereq GCPP math level B)  
For students who have a limited background in arithmetic but can perform the basic operations of addition, subtraction, multiplication, and division of whole numbers. Topics include fractions, decimals, percents, signed numbers, the metric system of measurement, scientific notation, ratio and proportion, formulas, and simple graphs. Emphasis on solving word problems in these areas.
- 1435. ELEMENTARY ALGEBRA.** (5 cr; prereq GCPP math level C or 1432 or 1434)  
For students who have a strong background in arithmetic. Topics include sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions, and radicals. (GrA)
- 1439. BASIC MATHEMATICS: INDIVIDUALIZED STUDY.** (1-10 cr [may be repeated for max 10 cr]; prereq GCPP math level A or B or C or 1431 or 1432 or 1434...# or  $\Delta$  required to register for 4 or more cr in 1 qtr)  
For students who have a limited background in arithmetic or elementary algebra and wish to study at their own pace on a semi-independent basis. Students are tested on first day of class to determine which areas they will study. A contract for work to be completed is written with help of instructor. Topics may be selected from whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, word problems, inequalities, rectangular graphs, polynomials, factoring, rational expressions, and radicals. Students study independently and take tests when ready. Students may not receive credit in 1439 for equivalent work completed in other math courses. (GrA—the 1-5 credits corresponding to 1435)
- 1443. INTERMEDIATE ALGEBRA: PART I.** (3 cr, §1445; prereq GCPP math level D or 1435)  
For students who have a good background in elementary algebra and wish to study intermediate algebra at a slower pace than 1445. Topics include sets, real numbers, linear equalities, linear inequalities, polynomials, rational expressions, exponentials, and roots. (GrA)
- 1444. INTERMEDIATE ALGEBRA: PART II.** (3 cr, §1445; prereq 1443)  
Continuation of 1443. Topics include quadratic equations, first and second degree relations and functions, systems of equations, systems of inequalities, exponential function, logarithmic function, sequences, and series. (GrA)
- 1445. INTERMEDIATE ALGEBRA.** (5 cr, §1443, §1444; prereq GCPP math level D or 1435)  
For students who have a good background in elementary algebra. Topics include sets, real numbers, linear equalities, linear inequalities, polynomials, rational expressions, exponentials, roots, quadratic equations, first degree relations and functions, systems of equations, exponential function, and logarithmic function. (GrA)
- 1452. TRIGONOMETRY AND PROBLEM SOLVING.** (5 cr; prereq high school algebra and geometry)  
Applied trigonometry and a formal approach to situation problem solving. Algebraic trigonometric concepts and graphic techniques used in practical situations dealing with measurement. Types of problems common to science, technology, and measurement emphasized. Of value for students interested in science or technical hobbies. (GrA)
- 1454. STATISTICS.** (5 cr; prereq GCPP math level D or elementary algebra)  
Introduction to modern statistics, emphasizing problem solving through statistical decision making. Topics include organization and presentation of data, summary statistics, sampling, probability, distributions, simple estimation correlation, and hypothesis testing. Emphasis on use of statistics in making decisions. (GrA)
- 1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS.** (5 cr)  
Using only basic mathematical skills, students solve problems with percentages, simple interest and discount, compound interest, annuities, corporate securities, and depreciation. Through study of practical business situations, students develop calculation skills to assist them in dealing with various financial problems. (GrA)
- 1535. INTRODUCTION TO DATA PROCESSING.** (4 cr)  
For description, see Business and Legal Studies section.
- 3454. UNDERSTANDING QUANTITATIVE RESEARCH METHODS.** (4 cr; prereq elementary mathematics or #)  
Relationships between two variables that can be deduced from data (e.g., quality control in manufacturing; market research in business, politics, or education; laboratory research in psychology or medicine; or some other method in another discipline). Formulating measurable questions, designing reliable and valid instruments, sampling appropriate populations, presenting data, and interpreting results. Students design, conduct, and report on an investigation dealing with a topic of their own interest. (GrA)

## General Education Curriculum

- 3571. COMPUTER APPROACH: PROBLEM SOLVING.** (4 cr; prereq intermediate algebra or #)  
Experience in using computer as problem-solving tool. Students write and run programs using computer language (BASIC) and become familiar with some routines available in library of computer. Emphasis on how computer may be used to help solve problems in business, mathematics, and science. Topics include elements of BASIC language, system commands, file manipulation, simulation, linear programming, matrices, and functions of one variable. Provides good background for further programming courses. (GrA)
- 3594. LEGAL STUDIES: COMPUTERS IN THE LAW FIRM.** (4 acr; prereq 3584, 3586, #, Δ)  
For description, see Legal Studies section.

### Individualized Credit Opportunities

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| <b>1449. MATHEMATICS: INDIVIDUAL STUDY</b>               | <b>3457. INTERNSHIP: MATHEMATICS</b>                     |
| <b>1459. MATHEMATICAL APPLICATIONS: INDIVIDUAL STUDY</b> | <b>3459. MATHEMATICAL APPLICATIONS: INDIVIDUAL STUDY</b> |
| <b>3449. MATHEMATICS: INDIVIDUAL STUDY</b>               |  |

## Philosophy, Literature, Humanities

- 1226. MINNESOTA ARTS AND LETTERS.** (4 cr, §3846)  
Minnesota developments in art, architecture, music, literature, and higher education, stressing characteristics peculiar to this region and contributions to national trends. Historical approach used, from Indian arts, legends, and music through 20th-century achievements. See also 3846. (GrD)
- 1351. PHILOSOPHY: FUNCTIONS AND PROBLEMS.** (4 cr, §1861)  
Designed for students with no previous training in philosophy. Philosophy as an expression of various ways in which Western people see relationships in the world of experience. Through practice in philosophical thinking, students come to understand and appreciate intellectual factors that influence orientations, values, and standards by which people choose to live. (GrC)
- 1355. PHILOSOPHY: PROBLEMS OF ETHICS.** (4 cr)  
Students discover and analyze presuppositions, principles, and standards used in doing "what is right." Nature and justification of moral judgments, extent of individual moral responsibility, and ethical foundations of democratic society. (GrC)
- 1357. PHILOSOPHY: WORLD RELIGIOUS BELIEFS.** (5 cr)  
Explores beliefs, rituals, and attitudes of the world's major religions in their historical, social, and cultural settings. (GrC,D)
- 1361. LITERATURE: WORLD LITERATURE—PERSONAL EXPERIENCE.** (5 cr)  
Literature of ancient and modern Oriental and Western world—short stories, plays, poems, novels, and essays—illustrating themes of universal concern such as personal relationships and personal values. (GrD)
- 1362. LITERATURE: WORLD LITERATURE—SOCIAL EXPERIENCE.** (5 cr)  
As in 1361, readings illustrate universal themes, but in 1362 emphasis is on the individual's social experiences and role as social critic and as citizen. (GrD)
- 1363. LITERATURE FOR CHILDREN.** (4 cr)  
Survey of children's literature. For parents, prospective parents, or child-care workers who wish to become acquainted with children's literature and to guide children in selecting and reading books, or for others who may not have had an opportunity to read books—including classics—when they were children. (GrD)
- 1365. LITERATURE OF THE UNITED STATES.** (4 cr)  
Ideals, values, and aspirations recorded by writers in the United States. Development of the democratic idea, emerging social problems, and great variety of people who participated in shaping the United States and issues that concerned them. Covers fiction, poetry, drama, essay, and biography. (GrD)
- 1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE.** (5 cr)  
Images of women (such as submissive wife, sex object, woman alone, and liberated woman) as presented in short fiction, drama, and poetry, and occasionally in advertising, movies, and television. Problems and concerns of women as writers, as expressed in diaries and essays of such writers as Virginia Woolf and Tillie Olson. (GrD)
- 1367. LITERATURE: CONTEMPORARY BOOKS AND PERIODICALS.** (5 cr)  
Students read and evaluate current books, both fiction and nonfiction, and analyze book reviews and other selections in current magazines to see how writers today interpret their world and thus influence public opinion and contemporary thought. (GrD)
- 1371. LITERATURE: READING SHORT STORIES.** (3 cr)  
Representative short stories by American, British, and continental writers. How individual writers have used the form of the short story to express their ideas about human experience. (GrD)

## Course Descriptions

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- 1373. INTRODUCTION TO THE THEATRE: ITS LITERATURE, ITS CRAFT.** (4 cr)  
By bringing literature of playwrights to the stage, students explore dramatic applicability of playwrights' intentions, using modified readers' theatre format. (GrD)
- 1374. LITERATURE OF THE THEATRE: FILM AND DRAMA.** (4 cr)  
Stage plays and films, both as art forms and as communication media. Students attend local film showings and theatre performances, view television dramas, and learn to write critical reports on what they see and read. (GrD)
- 1375. HUMANITIES IN MODERN LIVING I.** (4 cr)  
Through multiple forms of art and literature—stories, poems, films—students explore complexity and meaning of human experiences in several areas of modern living (such as friendship, work, sports, community, nature, education, consumption) and gain insights into how people respond to those experiences. (GrD)
- 1376. HUMANITIES IN MODERN LIVING II.** (4 cr)  
Students continue to use artistic and literary forms to examine significance of experiences in modern living in such areas as fantasy, sex, folk heroes, family life, mental health, aging, self-realization. (GrD)
- 1382. SCANDINAVIAN CULTURE.** (5 cr, §1831-1832; offered if feasible)  
Mythology, folklore, philosophy, literature, drama, film, art, architecture, handicrafts, and music of Scandinavian countries. Each student elects special projects based upon guided readings, visits to museums, or attendance at plays, films, concerts, festivals, and lectures in Twin Cities area. Students may also experiment with weaving, painting, ceramics, or other crafts. (GrD)
- 1383. LATIN AMERICAN ARTS AND CIVILIZATION.** (4 cr, §1841-1842; offered if feasible)  
Literature, music, architecture, and painting of Latin America. Short stories, poems, essays, music, works of art, and movies used to explore how Spanish and Indian artistic and social traditions have blended to form contemporary Latin American culture. Counts toward route II of CLA foreign language requirement. (GrD)
- 1384. LIVING MYTHS OF GREECE AND ROME.** (3 cr)  
Origins and nature of gods and goddesses of ancient Greece, popular myths of early Greeks, meaning and importance of myths in personal and community life during great ages of Greece and Rome, and continuing life of ancient mythology in language, arts, and thinking of Western world in our own day. (GrD)
- 1391. CREATIVITY AND CREATIVE PERSONALITIES.** (3 cr; S-N only)  
For description, see Art and Music section.
- 1442. FUNCTIONS AND PROBLEMS OF LOGIC.** (4 cr)  
Introduction to logical thinking. Students apply critical analysis and techniques of precise reasoning to various types of discourse and argument, and develop habits of systematic thinking by learning about complexities of language, differences between good and bad evidence, and methods of deductive and inductive reasoning. (GrA)
- 1812. AMERICAN INDIAN LITERATURE.** (5 cr; prereq  $\Delta$ )  
To learn about American Indian traditions, aspirations, and contributions, students read poems, speeches, legends, stories, essays, and novels written by American Indians. Films, paintings, and music also studied. (GrD)
- 1816. AFRO-AMERICAN LITERATURE.** (4 cr)  
Students read and evaluate poetry, drama, folklore, short stories, and an Afro-American novel; through literature, students assess artists' own perceptions and interpretations of outlook, feelings, and psychological makeup of blacks in America. (GrD)
- 1836. ASIAN-AMERICAN LITERATURE.** (3 cr; prereq  $\Delta$ )  
Examines the Asian experience in America, both historical and contemporary, through literary works produced by Asian-Americans. (GrD)
- 3342. MORAL ISSUES IN BUSINESS.** (4 cr)  
Relationship of personal moral attitudes (egoism, hedonism) and general ethical systems (formalism, utilitarianism) to common practices in business. Issues involving conflict of interest, truth in advertising, preferential hiring, and concern for environment examined in context of concept of corporate social responsibility. (GrC)
- 3343. MORAL ISSUES IN EDUCATION.** (4 cr; offered through CEE only; offered if feasible)  
Educational systems as they embody social aims, imply desirable human behavior, and convey moral values. Scope and limits of education in shaping the individual and society. (GrC)
- 3344. MORAL ISSUES IN MEDICAL AND HEALTH PROFESSIONS.** (4 cr)  
By grappling with specific personal and social problems concerning morality and health services (e.g., availability of and right to health care, problems of treatment, right to die), students learn to understand and evaluate nature and implications of moral issues that arise in making choices and determining rights in those areas. (GrC)
- 3345. MORALITY AND THE LAW.** (4 cr)  
By examining such issues as the morality that makes law possible, concept of law, theories of law, and problems of distributive and retributive justice, students gain objective understanding of nature and limits of relationship and interdependence of legality and morality. (GrC)

## General Education Curriculum

- 3352. PHILOSOPHY THROUGH LITERATURE.** (4 cr, §1861-1862)  
Philosophical concepts expressed in such literary forms as the novel, short story, poetry, drama, and essay. Texts assigned exemplify, directly or by implication, such broad philosophical issues as individualism and responsibility, free will and determinism, knowledge and values, and status of artist in society. Designed to make students aware of how philosophical abstractions relate to individual human life as reflected in works of literature. (GrC,D)
- 3354. PHILOSOPHY, SCIENCE, AND RELIGION.** (4 cr, §1354)  
Philosophical inquiry into conflict between modern science and religion. Provides a layperson's orientation to historical and philosophical development of conflict, to status of conflict today, and to scientific and religious attitudes and emotions. By analysis of logical and psychological consequences of religious and scientific world views and through discussion of areas of possible reconciliation, students gain objective understanding of various dimensions of the conflict. Students need not have had any previous course work in science. (GrC,D)
- 3355. APPLIED MORAL PHILOSOPHY.** (4 cr; offered if feasible)  
Provides students who have limited background in ethical theory with some stimulating moral solutions. Through study of selected contemporary moral issues (e.g., truth in the marketplace, criminal punishment, abortion) presented from perspective of various ethical theories previously studied in 1355 (e.g., Kantianism, utilitarianism, Stoicism), students gain better understanding of those issues and conflicts that precipitate them. Students apply each ethical theory studied to various contemporary problems presented, in order to examine in disciplined fashion practical implications of systems of moral philosophy applied to present problems. Evaluation of differing moral solutions encountered in everyday life. (GrC)
- 3361. LITERATURE: WORLD LITERATURE—PERSONAL EXPERIENCE.** (5 cr)  
For description, see 1361. (GrD)
- 3362. LITERATURE: WORLD LITERATURE—SOCIAL EXPERIENCE.** (5 cr)  
For description, see 1362. (GrD)
- 3373. FILM AND THE EXPERIENCE OF AGING.** (4 cr; 1374 recommended; offered through CEE only)  
Through viewing films on how individuals respond to problems associated with aging, students examine some unique characteristics of aging. Stereotypes imposed on older people by society, various roles older people assume, significance of communication between old and young, problems encountered in family relationships, and crises occurring at critical stages of life. Students are encouraged to consider their attitudes toward their own aging and to analyze the significance of relationships with older persons. (GrD)
- 3374. FILM AND SOCIETY.** (4 cr; 1374 recommended)  
Ways in which film and society affect each other, social issues raised in films, public attitudes toward film, effect of film on attitudes and behaviors, and how film medium provides illumination and insight into areas of society it portrays, such as urban living, minority stereotyping, ethical decisions, aging, marriage and family, politics, sexual mores. (GrD)
- 3376. HUMANITIES: THE EXPERIENCE OF AGING.** (4 cr)  
Using stories, plays, poetry, essays, and narrative films, students examine unique characteristics of and individual responses to aging. Stereotypes, various roles older persons assume, communication between old and young, problems in family relationships, and crises at critical life stages. Students encouraged to analyze attitudes toward their own aging and relationships with older persons. (GrD)
- 3377. MURDER, MYSTERY, AND MAYHEM: WHODUNIT?** (4 cr)  
Themes of death by violence and detection and punishment of murderer, concentrating on origins and development of murder mystery and detective story. Readings in Poe, Collins, Conan Doyle, Chesterton, Hammet, Chandler, Sayers, Christie, Simenon, and others. Implications of the genre, reasons for its appeal, detective as hero, role of violence in society, moral issues and dilemmas, changing trends and attitudes. (GrD)
- 3846. MINNESOTA ARTS AND LETTERS.** (4 cr, §1226)  
For description, see 1226. Research paper required. (GrD)

### Individualized Credit Opportunities

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|------------------------------------|------------------------------------|
| 1359. PHILOSOPHY: INDIVIDUAL STUDY | 3359. PHILOSOPHY: INDIVIDUAL STUDY |
| 1379. LITERATURE: INDIVIDUAL STUDY | 3379. LITERATURE: INDIVIDUAL STUDY |
| 1399. HUMANITIES: INDIVIDUAL STUDY | 3399. HUMANITIES: INDIVIDUAL STUDY |

### Physical/Biological Sciences

- 1111. SCIENCE IN CONTEXT: WEATHER AND CLIMATE.** (5 cr; 5 lect, 1 lab hrs per wk)  
Day-to-day and long-range weather patterns studied in terms of interactions among atmosphere, oceans, land surfaces, and earth motions. Storms, seasonal change, climatic change, fair weather, air pollution, and distribution of moisture and energy considered from theoretical as well as applied standpoints. Basic principles of science applied to analyzing and forecasting weather, interpreting climates and climatic change, and realizing the great extent to which individuals interact with the atmospheric environment. (GrB)

## Course Descriptions

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- 1112. SCIENCE IN CONTEXT: HUMAN USES OF THE ENVIRONMENT.** (5 cr. §1113)  
Study of ecology as applied to aspects of our past, present, and future existence; application of biological principles and interrelationships between the individual and the environment. Principles of ecology as seen in structure and function of ecosystem; pollution of soil, water, and air resources; population explosion; and relationship of people, disease, food production, environmental controls to survival. (GrB)
- 1113. SCIENCE IN CONTEXT: NATURAL RESOURCES, THEIR UTILIZATION AND MANAGEMENT.** (5 cr. §1112)  
Characteristics and management of land, water, soil, minerals, grasslands, forests, and wildlife in both Minnesota and the United States. Designed to provide basis for intelligent decision making by citizens. Guest speakers and films included. (GrB)
- 1131. BIOLOGICAL SCIENCE: PRINCIPLES.** (5 cr; 4 lect, 2 lab hrs per wk)  
Variety and relationships of living organisms illustrating general principles of biology as they apply to humans, animals, and plants. Principles drawn from such fields of study as cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Students spend about 2 hours a week in multimedia laboratory working on biological information and biological problems with aid of tapes, pictures, graphs, movies, and experiments. (GrB)
- 1132. BIOLOGICAL SCIENCE: THE HUMAN BODY.** (5 cr)  
Problems of physical, mental, and social health related to anatomy, physiology, and needs of the human organism. In studying the heart, for example, instructor shows what it is, how it works, its importance to overall functioning of the body, what can go wrong with it, and what is known about keeping it on the job. Films, televised dissections, and demonstrations supplement lectures. (GrB)
- 1133. NATURE STUDY.** (4 cr)  
Appreciation of wild plants and animals in their natural environment. Techniques of field instruction for groups of children and adults interested in nature. Identification, behavior, and relationships of living things. Individual projects may be assigned, such as writing nature poetry; drawing, sketching, or painting plants and animals; studying life histories of plants and animals; recording sounds and calls; studying effect of specific chemicals on plants and animals; cultivating house plants; and collecting insects or leaves. Lectures, laboratories, and field trips. (GrB)
- 1136. BIOLOGICAL ASPECTS OF AGING.** (4 cr; offered through CEE only)  
Overview of biological changes that occur with age; normal aging, common physical problems, diseases of the aged, drugs, preventive health care, the "activated patient" role, and limits of intervention. (GrB)
- 1137. BIOLOGICAL SCIENCE: LABORATORY.** (2 cr; prereq 1131 or 1132; 4 lab hrs per wk)  
Through laboratory preparations, dissections, and microscope observations, students experience some problems, activities, and challenges that biologists encounter daily. Examination of relationships of genetics, anatomy, physiology, microbiology, and hematology. In small laboratory sections, students gain insight into their functioning as biological entities and their relationship to other elements of life. (GrB)
- 1161. PHYSICAL SCIENCE: ASTRONOMY—SOLAR SYSTEM.** (5 cr)  
Introductory survey of solar system including earth, sun, planets, satellites, asteroids, comets, and meteorites. Topics include proofs of earth's rotation and revolution, celestial sphere, time intervals, motion and physical attributes of various members of solar system, and instruments used by astronomer. Class visits planetarium and observes sky through University telescope. (GrB)
- 1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY.** (5 cr)  
Introductory study of certain aspects of large-scale structure of universe. Definition and measurement of certain properties of stars such as magnitude, distance, temperature, and size. Topics include spectral classification of stars, nebulae, galaxies, neutron stars, quasars, expansion of universe, and instruments used by astronomer. Class visits planetarium and observes sky through University telescope. (GrB)
- 1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS.** (5 cr)  
Energy is theme unifying study of physical principles and methods. Materials from mechanics, heat, electricity, wave motion, and modern physics selected for study as they clarify uses, transformations, and transfers of energy. Students gain understanding of basic physical principles, nature of energy crisis, and limitations imposed by natural laws on attempts to solve energy problems. (GrB)
- 1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY.** (5 cr)  
Fundamental principles and laws selected for study, stressing development and application of theories and their roots in experience. Topics and demonstrations include classification of matter, reactions, elements, atomic and molecular structure, chemical bonding theory, and other subjects that may vary from quarter to quarter. Students gain general understanding of both content and process of the science of chemistry. (GrB)
- 1167. ASTRONOMY LAB.** (2 cr; prereq prior or concurrent regis in an astronomy course)  
Students gain some proficiency in amateur astronomy by performing a series of experiments and by systematically observing the night sky. Opportunity to associate with amateur astronomers. (GrB)
- 1171. EARTH SCIENCE: GEOLOGY.** (5 cr. 4 lect, 2 lab hrs per wk)  
Emphasis on description and map analysis of common land features—valleys, mountains, rivers, and lakes—and on processes responsible for their origin and change. Knowledge of types of surface materials, such as minerals, rocks, and soil, helps students understand how the earth's features develop and change. Lab includes mineral and rock identification, topographic map reading, landform identification, and landscape interpretation. (GrB)

## General Education Curriculum

- 1172. HISTORICAL GEOLOGY.** (5 cr; prereq 1171: 4 lect, 2 lab hrs per wk)  
Principles of physical geology enlarged upon and used as tools to unravel earth's past as recorded by rocks and fossils. Development of earth's physical features and changing patterns of life through time. Emphasis on problem solving and logical deductions from facts. Lab includes identification of fossils and studies of geologic maps, rock structures, and ancient environments. (GrB)
- 1173. GEOLOGY OF THE NATIONAL PARKS.** (5 cr; prereq one course in geology or earth science)  
Processes that produced spectacular geologic features of national parks and national monuments. Study of these features, grouped in physiographic and geologic contexts, is designed to enhance students' knowledge and appreciation of regional geology of North American continent. (GrB)
- 1177. EARTH SCIENCE: LABORATORY.** (2 cr; prereq 1171; 4 lab hrs per wk; offered if feasible)  
Opportunity to explore certain earth science concepts in depth. Students carry out variety of experiments on open-ended problems and apply their previous knowledge to experimental situation. Several methods used to study numerous natural processes continually changing the earth. Experience drawn from physical and historical geology, hydrology, weather, and climate. (GrB)
- 3114. PERSONAL ENVIRONMENTAL HEALTH.** (5 cr; prereq 1132)  
Health as a product of harmony between the individual and environment: biological, physical, social, and ideological. Content selected from following topics: personal health—interaction of mind and body, progress in medicine; environmental health—impact of new types of pollution, environment and personality, occupational health and industrial medicine, community health organizations and consumer costs, health in college community. (GrB)
- 3115. EVOLUTION AND THE MODERN SPECIES.** (5 cr; prereq 1131; offered if feasible)  
Descriptive course concerning principles of and topics dealing with evolution as well as practical application of scientific information to specific problems of adaptation to environmental change. Evolution of modern species of humans described, from emergence of primate forms to appearance of ancestral forms from which humans as we know them may have evolved in response to certain environmental stimuli and conditions. (GrB)
- 3132. HUMAN BODY: CARDIOVASCULAR ANATOMY AND PHYSIOLOGY.** (4 cr; prereq 1132 or equiv)  
Anatomy and physiology of cardiovascular system, possible abnormalities and malfunctioning. Influence of drugs, hormones, stress, injury, and measures to control them. (GrB)
- 3134. NATURE AND ITS IMPACT ON THE MIND.** (4 cr)  
Begins with field trips to some exciting natural areas in University vicinity. Aspects of nature that may be common to arts of various societies—ranging from leaf patterns to bird songs to smells of different types of forests and prairies—studied and appreciated in their natural settings. Students try to interpret what they have sensed through visual and literary arts. Some attempt simple scientific experiments. Includes reading and discussing treatment of nature in selected literature and analysis of nature art in local galleries and slide collections. (GrB)
- 3161. BASIC DC ELECTRONICS.** (5 cr; prereq high school intermediate algebra or 1445, high school physics or 1163, #,  $\Delta$ )  
Presents basic laws of electronics in simple and understandable manner. Topics include electron theory, current flow, voltage, resistance, Ohm's law, magnetism, electrical measurements, network theorems, inductance, and capacitance. Semiprogrammed material involves experiments. For students who want to study electronics as hobby, but not for those with previous electronics training in vocational or technical schools. (GrB)
- 3162. BASIC AC ELECTRONICS.** (5 cr; prereq 3161, #,  $\Delta$ ; offered if feasible)  
Continuation of 3161. Semiprogrammed material emphasizing experiments. Project required. (GrB)
- 3164. SELECTED READINGS IN ASTRONOMY.** (3 cr; prereq one course in astronomy or equiv)  
Seminar based on readings in astronomy. Students select and read current in-depth articles based on their own interests. (GrB)
- 3173. GEOLOGY OF THE NATIONAL PARKS.** (5 cr)  
Processes that created spectacular scenic and geologic features of national parks and monuments. Geographic and geologic contexts. Interpretive tools and techniques (minerals, rocks, fossils, topographic/geologic/technic maps, geologic time, plate tectonics) applied to study of physiographic regions of North America. Term paper and in-class seminar on student-chosen topic required. (GrB)
- 3181. MODERN PHYSICAL SCIENCES: ENERGY SOURCES AND CONVERSIONS.** (4 cr; prereq one college course in physics or chemistry)  
Principles of chemistry and physics applied to energy conversion, types of engines, heaters and other devices, and chemical and nuclear fuels and their different sources. (GrB)
- 3344. MORAL ISSUES IN MEDICAL AND HEALTH PROFESSIONS.** (4 cr)  
For description, see Philosophy, Literature, Humanities section.
- 3354. PHILOSOPHY, SCIENCE, AND RELIGION.** (4 cr; §1354)  
For description, see Philosophy, Literature, Humanities section.
- 3465. COMMUNICATION FOR HEALTH WORKERS.** (4 cr; 1465 recommended)  
For description, see Communication, Writing, Speech section.

## Course Descriptions

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### Individualized Credit Opportunities

1117. INTERNSHIP: SCIENCE	3117. INTERNSHIP: SCIENCE
1119. SCIENCE IN CONTEXT: INDIVIDUAL STUDY	3119. SCIENCE IN CONTEXT: INDIVIDUAL STUDY
1139. BIOLOGICAL SCIENCE: INDIVIDUAL STUDY	3139. BIOLOGICAL SCIENCE: INDIVIDUAL STUDY
1179. PHYSICAL SCIENCE: INDIVIDUAL STUDY	3179. PHYSICAL SCIENCE: INDIVIDUAL STUDY
1689. HEALTH: INDIVIDUAL STUDY	3689. HEALTH: INDIVIDUAL STUDY

### Psychology and Family Studies

- 1281. PSYCHOLOGY IN MODERN SOCIETY.** (5 cr)  
Introduction to science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups. (GrC)
- 1282. PSYCHOLOGY APPLIED TO HUMAN AFFAIRS.** (5 cr)  
How psychological principles and practices affect our daily lives. Examines methods and findings of behavioral science in the study of everyday human affairs. Contributions of psychology to such fields of human experience as law and crime, behavior in unusual environments, personnel selection and training in industry, worker efficiency and job satisfaction, consumer behavior and advertising, teaching and learning, mental health, and accidents and driving safety. (GrC)
- 1283. PSYCHOLOGY OF HUMAN DEVELOPMENT.** (5 cr)  
Focuses on growth and development of individual from conception through old age. Physical, motor, social, emotional, and psychological growth, and cognitive development. Integrated view of facets of development in order to understand human being as a complex organism functioning in a complex environment. The family as the main environmental factor in early development of individual. (GrC)
- 1284. BEHAVIOR PROBLEMS OF CHILDREN.** (4 cr, §1723)  
Focuses on identification of maladaptive behavior, its causes, and what can be done to cope with children demonstrating such behavior. Dynamics of behavior pathology: types of behavior problems usually seen at home, in schools, and in social relationships; and effects of heredity, family experience, peer group pressure, and socioeconomic class on development of behavior problems in children. (GrC)
- 1287. PSYCHOLOGY APPLIED TO AGING.** (4 cr; offered through CEE only)  
Introduction to the psychology of aging. Includes a psychological analysis of aging, the aged person, and society's role in the aging process. How people react to the aged, how people respond to their own aging, and how people respond as they are aging. Mental health and aging, societal norms and aging, loneliness and aging, and the psychological functioning of the aged person. (GrC)
- 1701. PSYCHOLOGY OF PERSONAL EFFECTIVENESS.** (4 cr)  
To help students gain better understanding and acceptance of themselves and of others, course emphasizes psychological concepts of personal and social adjustment. Students examine their own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs, and interests. (GrC)
- 1705. PSYCHOLOGY AND THE MANAGEMENT OF STRESS: THEORY AND APPLICATION.** (4 cr; prereq 1281 or #)  
Impact of psychological stress on human system. Stress management techniques (relaxation, imagery, biofeedback) presented through holistic model emphasizing contributions of lifestyle behaviors (diet, exercise, time management). Mind-body interaction, psychosomatic illness, holistic health, and major stress theories. (GrC)
- 1721. MARRIAGE, FAMILY, AND PERSONAL FULFILLMENT.** (5 cr)  
Psychological, social, and biological aspects of marriage and family living. Emphasis on helping students gain understanding of, and self-awareness concerning, such areas as dating, mate selection, getting married, having children, and sexuality. Adjustments outside of traditional marital and family relationships considered. (GrC)
- 1722. HOME LIFE: PARENT-CHILD RELATIONSHIPS.** (4 cr)  
Interdisciplinary course aimed at helping students develop their own philosophy of childrearing—attitudes, principles, and perspectives that will guide them in their relations with their children and in performance of their parental responsibilities. Focus on crises of parenthood. Relevant research is used to emphasize principles of parent-child relations and tasks of parenthood. (GrC)
- 1731. CONSUMER PROBLEMS AND PERSONAL FINANCE.** (5 cr)  
The economic system from viewpoint of the family as a consumer unit. Emphasizes fundamentals of financial planning and personal economic decision making and application of these concepts to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit, and obtaining and evaluating consumer information. (GrC)

- 1733. CONTEMPORARY SEX ROLES.** (5 cr)  
Working seminar in which members examine roles of men and women. Social roles and related concepts of expectations, informal and formal roles, role modification, and role reversal. Goal of course is to overcome sexual stereotyping. Focus is on analyzing the openness and rigidity of sex roles in childhood socialization; education; mate selection; marital, parental, and homemaking roles; occupations; and social trends. (GrC)
- 3282. PSYCHOLOGY APPLIED TO SOCIAL PROBLEMS.** (4 cr; prereq 1281 or equiv. 3rd-qr jr)  
Social-psychological analysis of social problems facing society today, such as drug use, crime, violence, and prejudice, and how they might be understood and solved through applications of psychological research findings and methods. (GrC)
- 3286. TOPICAL SEMINAR IN PSYCHOLOGY.** (4 cr; prereq 1281, #, Δ)  
Twofold emphasis: principles of instructional psychology applied to college learning, including guided tutoring experience; selected issues in contemporary behavioral science, including oral seminar presentations and documented written reports. (GrA,C)
- 3605. INTERVIEWING.** (5 cr; prereq #, Δ)  
For students planning to enter occupations in which structured communication—particularly formal interview—is a required skill. For students who are undecided about their life's work, course provides tryout experience in developing skill related to wide spectrum of occupations. Interactive process of interview and roles of participants in dyad, variety of communication patterns in interview context, and how the interviewer affects others (and others affect the interviewer) in goal-directed dyadic interaction. Students develop general interviewing skills through actual and simulated situations. (GrA)
- 3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr; prereq #, Δ)  
Mental health as a social problem; changing needs and concepts of mental health; classification of mental and emotional disorders; childrearing climates related to mental health and onset of personality problems; research findings on relative effectiveness of punitive and positive reinforcement techniques; treatment practices in medical forms of therapy, psychotherapy, and behavior therapy; and emerging paraprofessional practices in handling problem clients. (GrC)
- 3614. PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (4 cr; prereq #, Δ)  
Designed to prepare students to deal with crises in lives of their clients. Topics include crisis theory, specific crises (e.g., death, bereavement, suicide), and helping skills. Assignments include a paper and a videotaped interview with a coached client. (GrC)
- 3721. THE FAMILY AND SOCIETY.** (4 cr)  
Social and cultural analysis of the family; emphasis on study of family research and theory. Family as social institution made up of individuals and in continual interaction with other social institutions. (GrC)
- 3722. PRINCIPLES OF MARRIAGE AND FAMILY INTERVENTIONS.** (4 cr; prereq Δ)  
Designed to help students understand process, goals, and history of marriage and family interventions. Designed not to train therapists, but to give students an understanding of the field. Both classroom and experiential learning. (GrC)
- 3725. INDIVIDUAL SEXUALITY AND SOCIETY.** (4 cr)  
Three independently varying components of human sexuality and development: sexual anatomy, physiology, and reproduction; sex-role learning behavior; and sexual preferences and behavior. Focuses on what is known about sexuality rather than feelings about it, and on individual's role as both actor and reactor. (GrC)
- 3726. DYNAMICS OF FAMILY INTERACTION.** (4 cr)  
Relationships found within family unit. Emphasis on relationship between individual and family behavior. Structural characteristics of relationships, neurotic interactions, family conflict and problem solving, interaction in times of crisis, and interaction in exceptional cases. (GrC)
- 3732. CONSUMER TRANSACTIONS AND THE LAW.** (4 cr; prereq 1534...1731 recommended)  
For description, see Business and Legal Studies section.
- 3734. CONSUMERISM IN HUMAN SERVICES.** (4 cr; offered through CEE only)  
How consumer participation in health services, education, and welfare services during past three decades has dramatically altered roles of service givers and service receivers. Improved quality, improved access, and cost containment achieved by effective involvement of practitioners and recipients. Exercises, investigations, and readings. (GrC)

***Individualized Credit Opportunities***

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| <b>1219. COMMUNITY SERVICE: INDIVIDUAL STUDY</b>               | <b>1739. HOME LIFE: INDIVIDUAL STUDY</b>             |
| <b>1289. BEHAVIORAL SCIENCE: INDIVIDUAL STUDY</b>              | <b>3219. COMMUNITY SERVICE: INDIVIDUAL STUDY</b>     |
| <b>1509. INDIVIDUAL IN SOCIETY: INDIVIDUAL STUDY</b>           | <b>3287. INTERNSHIP: BEHAVIORAL SCIENCE</b>          |
| <b>1679. RECREATION: INDIVIDUAL STUDY</b>                      | <b>3289. BEHAVIORAL SCIENCE: INDIVIDUAL STUDY</b>    |
| <b>1689. HEALTH: INDIVIDUAL STUDY</b>                          | <b>3509. INDIVIDUAL IN SOCIETY: INDIVIDUAL STUDY</b> |
| <b>1709. INTERPERSONAL RELATIONSHIPS:<br/>INDIVIDUAL STUDY</b> | <b>3609. INTERVIEWING: INDIVIDUAL STUDY</b>          |
| <b>1727. INTERNSHIP: BEHAVIORAL SCIENCE</b>                    | <b>3679. RECREATION: INDIVIDUAL STUDY</b>            |
| <b>1729. BEHAVIORAL SCIENCE: INDIVIDUAL STUDY</b>              | <b>3689. HEALTH: INDIVIDUAL STUDY</b>                |
|  | <b>3739. HOME LIFE: INDIVIDUAL STUDY</b>             |

## Course Descriptions

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### Social Sciences

- 1211. PEOPLE AND PROBLEMS.** (5 cr)  
Interdisciplinary, cross-cultural study of major political and economic problems of human society. Problems such as employment, inflation, energy, pollution, war, and distribution of power are examined from a social sciences perspective. (GrC)
- 1212. URBAN PROBLEMS.** (5 cr)  
Using problem-solving, interdisciplinary approach, students examine some major urban problems such as social class and poverty, social change, crime, and education. Emphasizes practical activities through fieldwork or community activities. (GrC)
- 1217. HUMAN SERVICES AND COMMUNITY RESOURCES.** (6 cr)  
Examination of human problems that require community resources. Through readings, exercises, and field-based experiences, students explore the knowledge, skills, and resources needed to work in human services organizations; the structure and function of human services agencies; and important issues in the field. (GrC)
- 1221. MINNESOTA: HISTORY.** (5 cr, §1223, §1224)  
Introduction to people and institutions of the state: geography, exploration, frontier settlement, statehood, economic development, politics, and social and intellectual history. (GrC)
- 1222. APPLIED POLITICS.** (5 cr; prereq 1233 or #; offered if feasible)  
Involvement of student as participant or field observer in some aspect of political process such as party activity, political campaigning, or legislative activity, depending on current political situation. Requires extensive feedback. (GrC)
- 1225. MINNESOTA BIOGRAPHY.** (4 cr, §3845)  
Various aspects of Minnesota life examined by means of biography: deeds of the famous and accomplishments of the worthy but obscure. Topics change with thematic approach, e.g., concentration on political figures, business leaders, artists, or intellectuals. Inquire about course content before enrolling. See also 3845. (GrC)
- 1230. UNITED STATES: RECENT HISTORY.** (5 cr)  
20th-century American history from a pluralistic point of view: lives of minority and bypassed citizens as well as those of leaders and members of dominant groups. Values Americans generally believe should shape personal and public affairs; extent of central government responsibility for economic well-being of the people; U.S. role in world affairs. (GrC)
- 1231. UNITED STATES: GROWTH OF NATIONAL POWER.** (5 cr)  
Historical and political growth of national government in United States traced in three units: major issues in growth of central government from 1607 to 1970s, development of presidency, development of foreign and defense policies. (GrC)
- 1232. UNITED STATES: GROWTH OF TECHNOLOGY.** (5 cr, §3232)  
Inventive skills and applications from early America to 20th century; technological development from crude beginnings to dominant characteristic of American life. Interaction of technology and history traced through production of food, fiber, and metal; construction and transportation; and weapons. (GrC)
- 1233. UNITED STATES: GOVERNMENT AND POLITICS.** (5 cr)  
Major institutions of American national government and politics examined in context of their recent social-historical development. Becoming a well-informed and active citizen is encouraged through participant-observer field assignment and required reading of daily newspaper. (GrC)
- 1234. GROWING OLD TOGETHER: AGING IN THE 20TH CENTURY.** (4 cr)  
Interdisciplinary course in social gerontology that emphasizes the loss of roles and status of older adults in a youth-oriented culture. Effects of a rapidly increasing population of elders on major social and political institutions. Students are encouraged to look at their own aging process and to develop skills for life review with older adults. (GrC)
- 1235. UNITED STATES: LAW IN SOCIETY.** (5 cr)  
The role of law in our changing society; legal aspects of current topics. Topics include courts and court systems, corrections, police-community relations, environmental problems, domestic problems, wills and probate, and insurance. When possible on individual or group basis, students visit conciliation, municipal, or district courts, prisons, workhouses, jails, juvenile detention centers, or similar institutions. (GrC)
- 1236. UNITED STATES: THE CRIME PROBLEM.** (4 cr)  
Nature and extent of crime in America. Causes and consequences of crime as it relates to criminals, victims, and general social order. (GrC)
- 1237. UNITED STATES: JUVENILE DELINQUENCY.** (4 cr)  
Juvenile delinquency in our society; its nature and extent, its causes, and efforts to cope with it. Emphasis on the family, schools, and courts as factors in both causes and control of delinquency. (GrC)
- 1241. HISTORICAL BIOGRAPHY: LINCOLN AND THE CIVIL WAR.** (4 cr)  
Centering on Lincoln, course examines origins, conduct, and implications of the Civil War. Among other personalities examined are Davis, Douglas, Grant, Lee, McClellan, Seward, Stanton, and Booth. (GrC)

## General Education Curriculum

- 1242. HISTORICAL BIOGRAPHY: THE GILDED AGE.** (4 cr)  
Interaction of individuals and history in last third of 19th century. Units deal with Western expansion (Custer, Sitting Bull, Miles, Chief Joseph); business and industry (Carnegie, Rockefeller, Huntington, and Hill); politicians and reformers (Blaine, Cleveland, Bryan, and McKinley); writers and artists (Twain, Russell, Remington). (GrC)
- 1243. HISTORICAL BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.** (4 cr, §3243)  
To acquire understanding of America's present world position, students study such important figures of mid-20th century as Roosevelt, Churchill, Stalin, Hitler, Eisenhower, MacArthur, and Truman. Through such personalities, course looks into development and consequences of World War II and cold war. (GrC)
- 1251. WORLD HISTORY.** (5 cr)  
General historical framework covering major world cultures in three time periods: from beginnings of history in Mesopotamia to "axial year," 500 B.C.; to age of Columbus; and from Columbus to present. Political, economic, religious, intellectual, and scientific aspects. (GrC)
- 1252. INTERNATIONAL RELATIONS.** (5 cr)  
Some basic problems of world community: war, conflict of ideologies, developing nations, international trade, and international law and organizations. Since authorities on world community often differ in methods of analysis, students learn about several important analytical systems, apply them to problems, and thus develop an individual approach. (GrC)
- 1253. BACKGROUND OF THE MODERN WORLD.** (5 cr, §1254, 1255)  
History of relationships among U.S., U.S.S.R., China, Vietnam, and communist countries of Europe. Perspective on current international issues and American foreign policy. Origins of current conflicts in divided nations (Korea, Indochina, India, Palestine, Ireland). Time permitting, history of struggles for democratic self-government (Iran, Rhodesia, South Africa). (GrC)
- 1261. CURRENT HISTORY.** (4 cr [may be repeated for max 8 cr])  
Background and contemporary status of major foreign or domestic developments such as challenge of Common Market; the arms race; forms of modern communism; and democracy in American education. Development of alertness to news media and ability to make critical judgments about current events. Topics usually vary from quarter to quarter. (GrC)
- 1264. CURRENT HISTORY: PRESENT PROBLEMS AND FUTURE PROJECTION.** (4 cr)  
Past origins, present status, and future possibilities of such contemporary concerns as energy, war, overpopulation, and alienation. (GrC)
- 1267. CURRENT HISTORY: MINNESOTA POLITICS.** (4 cr)  
Perspectives on Minnesota parties, politics, and political personages. Formation of Farmer-Labor and DFL parties; political radicalism of the 1930s; liberal Republicanism of Harold Stassen, Luther Youngdahl, Harold LeVander; historic background of present-day political events. Offered in election years. (GrC)
- 1274. INTRODUCTION TO CHICANO STUDIES: THE BEGINNINGS.** (4 cr, §Chic 1105)  
Convergence of Europe and America in Mesoamerica, leading to emergence of Mexican society. Pre-Columbian Mesoamerican civilizations, Iberian civilization, society resulting from conquest of Mesoamerica by Spain. (GrC)
- 1275. THE CHICANO EXPERIENCE.** (3 cr)  
Overview of historical experience of the Mexican people in the United States. Major events and socioeconomic factors that determined the historical trajectory of the Mexican-American community and continue to influence development of Chicano nation. (GrC)
- 1276. INTRODUCTION TO CHICANO STUDIES: THE CHICANO IN CONTEMPORARY SOCIETY.** (4 cr: prereq  $\Delta$ , §Chic 1107)  
Conditions leading to Chicano social, political, economic, and cultural consciousness, forms of expression. Farm worker struggle, land-grant litigation, urban strife, education. (GrC)
- 1277. CONTEMPORARY CHICANO ISSUES.** (3 cr)  
Explores contemporary Chicano concerns in social, psychological, political, and economic areas. Chicano issues compared with those of American society's majority group. (GrC)
- 1285. CULTURAL ANTHROPOLOGY.** (5 cr)  
Human culture viewed as integrated system of learned and shared knowledge that guides behavior of all members of given society. Attempt to develop generalizations about influence of culture on human behavior by analyzing and comparing ways of life in wide range of cultures. Power of culture to shape personality and power of individuals to alter cultures. (GrC)
- 1291. THE WORLD TODAY—GEOGRAPHY AT HOME AND ABROAD.** (5 cr)  
Interaction of culture and physical environment in students' local area and rest of the world. Specific areas of Twin Cities, Minnesota, Soviet Union, and Japan observed within framework of human, physical, and economic activity. (GrC)
- 1294. ECONOMICS IN CONTEMPORARY SOCIETY.** (5 cr)  
Economist's vocabulary, topics such as supply and demand, fiscal and monetary policies, taxation and welfare, production, growth and unemployment, energy, GNP, and alternative economic systems. (GrC)

## Course Descriptions

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- 1295. ECONOMIC PERSPECTIVES: MICRO PRINCIPLES AND HISTORY.** (5 cr)  
Basic micro concepts of demand, supply, price, costs, revenue, profit, and imperfect competition. Historical evolution of classical economic system and its socialist and Marxist critiques. (GrC)
- 1296. ECONOMIC PERSPECTIVES: MACRO PRINCIPLES AND HISTORY.** (5 cr)  
Basic macro concepts of aggregate spending and GNP, money and the macro system, inflation, unemployment, and macro stabilization. Historical development of Great Depression and resulting Keynesian critique of classical economic system. (GrC)
- 1813. AMERICAN INDIAN PEOPLE IN CONTEMPORARY MINNESOTA.** (3 cr; prereq  $\Delta$ )  
Status and prospects of American Indians in such areas as employment, education, health, housing, welfare, justice, and relations with state and federal government. Topics include leadership, economic resources, and quality of life in contemporary Sioux communities, on Chippewa reservations, and in urban Indian concentrations. (GrC)
- 1814. THE AMERICAN INDIAN IN AMERICAN LAW.** (3 cr; prereq  $\Delta$ )  
Complex and extensive U.S. law relating to American Indians as reflection of attitudes of dominant society toward this minority group. Position of Indian people in contemporary American society. Not detailed study of aspects of legal system, but overview of developmental and historical line: from Spain's Law of the Indies, through French and British colonial legislation, to U.S. federal and state law, culminating in consideration of civil and personal rights of Indian citizens in the 1980s. (GrC)
- 1815. AFRO-AMERICAN STUDIES.** (5 cr)  
The role of black people in American life, examining complex, interacting forces that have led to racial crisis. Beginning with African backgrounds and transatlantic slave trade, instructor and students analyze main themes of Afro-American history. (GrC)
- 1817. BLACKS IN CONTEMPORARY SOCIETY.** (5 cr)  
Interdisciplinary study of problems of blacks in such areas as employment, education, welfare, and housing. Topics include quality of Afro-American life, group characteristics, organization, social interaction, and mechanisms of social adjustment. Students encouraged to examine topics in light of both their own values and what are commonly taken to be national American ideals. (GrC)
- 1831. AMERICAN INDIAN CHEMICAL DEPENDENCY.** (3 cr; prereq  $\#, \Delta$ )  
Concepts of chemical dependency and applications to American Indians. Unique aspects of chemical dependency among American Indians. (GrC)
- 1832. CONTEMPORARY ISSUES IN AMERICAN INDIAN EDUCATION.** (3 cr; prereq  $\#, \Delta$ )  
Historical development and contemporary movements, trends, and policies regarding the education of American Indians. Consideration of formal and informal aspects of education. (GrC)
- 1833. TOPICS IN AMERICAN INDIAN STUDIES.** (3 cr; prereq  $\#, \Delta$ )  
Seminar dealing with cultural, social, and political issues concerning American Indian communities. Group discussions and readings. (GrC)
- 1835. ASIAN-AMERICAN EXPERIENCE.** (4 cr; prereq  $\#, \Delta$ )  
Examines from an ethnic perspective the Asian experience in the United States from 1850 to the present. Analyzes some critical issues confronting Asian-Americans today from viewpoint of transnational linkages involving immigrant community, mother country, and host society. (GrC)
- 1837. ASIAN-AMERICAN WOMEN.** (4 cr; prereq  $\#, \Delta$ )  
History and current socioeconomic status of Asian-American women from their perspective. Analysis of books, autobiographies, articles, and literary works by and/or about Asian women in America from mid-19th century to present. (GrC)
- 1844. MINNESOTA PARTIES AND POLITICS.** (4 cr; prereq 1233 or  $\#$ )  
Examination of Minnesota political parties within context of American political party system. Emphasis on contemporary politics as outgrowth of Minnesota culture, party competition, and strong leaders. Party identification, factionalism, and ideology, and relation to economic and social power structures. (GrC)
- 1847. CONTEMPORARY MINNESOTA.** (4 cr)  
Current affairs and recurring issues: taxation, apportionment, urban and rural representation in legislature, centralized coordination of higher education, condition of Iron Range country, reform of correctional institutions, conservation, preservation of environment, city planning. Focus may be on single major topic of current concern. (GrC)
- 3211. STATUTORY DEFINITIONS OF LAW: MINNESOTA CRIMINAL CODE.** (4 cr)  
For description, see Law Enforcement/Corrections section.
- 3212. CRIMINAL PROCEDURE.** (4 cr)  
For description, see Law Enforcement/Corrections section.
- 3213. POLICE IN THE COMMUNITY.** (4 cr)  
For description, see Law Enforcement/Corrections section.

## General Education Curriculum

- 3217. COMMUNITY SERVICE INTERNSHIP.** (6-12 cr; prereq #)  
Students acquire career-related experience in human services, urban affairs, or government working as interns/staff members in a local agency. Structure, functions, funding, politics, and goals of agency examined in weekly small-group seminars. Short written assignments, readings, and a journal help students blend fieldwork with academic materials. Required for Aging, HSG, and Family Studies. (GrC)
- 3232. THE GROWTH OF AMERICAN INDUSTRIAL TECHNOLOGY.** (5 cr, §1232; offered if feasible)  
Nature and impact of key inventions and businesses that grew from them in America over past 200 years. Includes such areas as fabricated materials, power sources, transportation, communication, and agriculture. Students expected to have previous college work in 19th- or 20th-century American history, economic problems, or business development. (GrC)
- 3234. IMMIGRATION LAW AND POLICY: PAST AND PRESENT.** (4 cr; offered through CEE only)  
Analysis of immigration laws and policies of U.S. government from 1882 to present: constitutional, political, economic, and historical bases; experiences of persons attempting to immigrate. Attention to barriers immigrants and refugees had to overcome in adjusting to American society. (GrC)
- 3235. POVERTY LAW.** (5 cr; prereq 1235 or #, Δ...1212 recommended)  
Causes of poverty and problems that poor people encounter. Students learn how to function as advocates for themselves or others who receive public assistance (AFDC families, senior citizens, minorities, and the employed poor). Housing problems, domestic relations, health care, and legal system in relation to their impact on the poor. (GrC)
- 3236. MINNESOTA CORRECTIONS: PENAL ALTERNATIVES.** (4 cr)  
Penal system in Minnesota at adult level. Alternatives: diversion, probation, parole, half-way houses, and other community-based programs. (GrC)
- 3238. PUBLIC PROGRAMS IN AGING: NATIONAL, STATE, LOCAL.** (4 cr; offered through CEE only)  
Overview of government programs at local, state, and national levels. Guest speakers from government agencies describe their programs. Discussion of the Older Americans Act, Social Security, Medicare, Medicaid, long-term care, and advocacy. (GrC)
- 3243. BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.** (4 cr, §1243)  
Centering on some leading personalities of World War II period (see GC 1243), course examines ways such individuals and events have been portrayed in history and literature by historical biographers and historical novelists. (GrC)
- 3251. GREAT CITIES OF EUROPE.** (5 cr)  
History of Rome, Madrid, Paris, London, Berlin, and Moscow, and unique contributions of each. Instruction primarily by lecture; each student reports on one special topic. (GrC)
- 3276. MULTICULTURAL RELATIONS.** (5 cr; prereq soph or #)  
Immigration/migration experiences of Asians, Blacks, "old" and "new" European immigrants, Hispanics, Indians, and some less prominent groups in building new lives in the United States. Intercultural, interethnic, and interracial relationships explored from cultural pluralist perspective, not that of dominant culture. (GrC)
- 3285. ANTHROPOLOGY OF THE CITY.** (5 cr)  
Anthropologist's way of looking at urbanization as a process, and the city as a community made up of a variety of cultures. Ecological perspective as it relates to the whole of interaction among various cultures. Field study allows students to apply theories to personal examination of one of the many cultures that make up the city in the 1980s. (GrC)
- 3292. URBAN DECISION MAKING IN THE TWIN CITIES.** (5 cr; prereq 45 cr, #, Δ)  
Major issues, problems, and government institutions of Twin Cities metropolitan area. How and why decisions are made within broader context of physical environment and political process. Topics may include population trends, housing, transportation, urban renewal, land use, and government finance. (GrC)
- 3294. SOCIAL AND POLITICAL IMPACT OF ECONOMIC POLICY.** (4 cr; prereq soph, introductory economics course)  
Relationship of social sciences to business and professions. Impact of economic policies on personal life, business activity, and social programs. Modified seminar format. (GrC)
- 3841. MINNESOTA RESOURCES.** (5 cr)  
Quality of life in Minnesota observed within context of the "American dream" and the "good life." Minnesota's resources—its people, physical environment, and economic activities. Films, slides, and audiotapes provide immediate experience with present-day Minnesota. (GrB,C)
- 3844. MINNESOTA PARTIES AND POLITICS.** (4 cr; prereq 1233 or #)  
For description, see 1844. Research paper required. (GrC)
- 3845. MINNESOTA BIOGRAPHY.** (4 cr, §1225; offered if feasible)  
Impact of men and women of Minnesota in 19th and 20th centuries on development of state, Upper Midwest, and nation. Areas such as politics, business, culture, and foreign policy examined through lives of such figures as Ramsey, Hill, Ireland, Kellogg, Stassen, the Donnellys, the Lindberghs, Humphrey, and others. (GrC)
- 3847. CONTEMPORARY MINNESOTA.** (4 cr)  
For description, see 1847.

## Course Descriptions

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### **Individualized Credit Opportunities**

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| 1219. COMMUNITY SERVICE: INDIVIDUAL STUDY              | 3227. APPLIED HISTORY: RESEARCH AND EVALUATION INTERNSHIP |
| 1227. INTERNSHIP: SOCIAL SCIENCE                       | 3229. MINNESOTA: INDIVIDUAL STUDY                         |
| 1229. MINNESOTA: INDIVIDUAL STUDY                      | 3239. UNITED STATES: INDIVIDUAL STUDY                     |
| 1239. UNITED STATES: INDIVIDUAL STUDY                  | 3249. HISTORICAL BIOGRAPHY: INDIVIDUAL STUDY              |
| 1249. HISTORICAL BIOGRAPHY: INDIVIDUAL STUDY           | 3259. THE WORLD: INDIVIDUAL STUDY                         |
| 1259. THE WORLD: INDIVIDUAL STUDY                      | 3269. CURRENT HISTORY: INDIVIDUAL STUDY                   |
| 1269. CURRENT HISTORY: INDIVIDUAL STUDY                | 3279. REGIONAL STUDIES: INDIVIDUAL STUDY                  |
| 1279. REGIONAL STUDIES: INDIVIDUAL STUDY               | 3297. INTERNSHIP: SOCIAL SCIENCE                          |
| 1299. SOCIAL SCIENCE: INDIVIDUAL STUDY                 | 3299. SOCIAL SCIENCE: INDIVIDUAL STUDY                    |
| 1509. INDIVIDUAL IN SOCIETY: INDIVIDUAL STUDY          | 3509. INDIVIDUAL IN SOCIETY: INDIVIDUAL STUDY             |
| 3219. COMMUNITY SERVICE: INDIVIDUAL STUDY              | 3849. MINNESOTA STUDIES: INDIVIDUAL STUDY                 |
| 3225. APPLIED HISTORY: COMMUNITY PROJECT INTERNSHIP    |   |
| 3226. APPLIED HISTORY: ADMINISTRATIVE STUDY INTERNSHIP |   |

## **COORDINATED STUDIES**

### **CONFLICT AND PERSONAL CHANGE**

From humanities and social and natural science viewpoints, students consider conflict as a source and result of human development in personal areas of experience such as the family and work. Conflicts of childhood, adolescence, middle age, marriage, violence, stress, public health, labor, and management are examined. Course content draws upon myths, social and natural scientific studies, literature, television programs, films, journalism, personal experiences, and music and other arts. Course format includes class and panel discussions, lectures, small-group exercises, debates, field trips, and individual or group projects.

3831. **CONFLICT AND PERSONAL CHANGE: HUMANITIES.** (3 cr; prereq \*3832, \*3833) (GrD)  
3832. **CONFLICT AND PERSONAL CHANGE: SOCIAL SCIENCE.** (3 cr; prereq \*3831, \*3833) (GrC)  
3833. **CONFLICT AND PERSONAL CHANGE: NATURAL SCIENCE.** (3 cr; prereq \*3831, \*3832) (GrB)

### **CONFLICT AND SOCIAL CHANGE**

From humanities and social and natural science viewpoints, students consider conflict as a source and result of change in modern pluralistic society. Conflicts generated and directed by cultural assumptions, bureaucratic procedures, educational and legal processes, social movements, and warfare are examined. Course content draws upon myths, social and natural scientific studies, literature, television programs, films, journalism, personal experiences, and music and other arts. Course format includes class and panel discussions, lectures, small-group exercises, debates, field trips, and individual or group projects.

3834. **CONFLICT AND SOCIAL CHANGE: HUMANITIES.** (3 cr; prereq \*3835, \*3836) (GrD)  
3835. **CONFLICT AND SOCIAL CHANGE: SOCIAL SCIENCE.** (3 cr; prereq \*3834, \*3836) (GrC)  
3836. **CONFLICT AND SOCIAL CHANGE: NATURAL SCIENCE.** (3 cr; prereq \*3834, \*3835) (GrB)

### **CONTEMPORARY RACE RELATIONS**

Employing techniques from several academic disciplines, students investigate problems of race relations that arise in such areas as employment, education, housing, welfare, and law and order. Individual projects, requiring considerable fieldwork, occupy an appreciable portion of students' out-of-class time and demand a good deal of individual

initiative. The social science component helps students pose primary problems for investigation and provides necessary background materials and methodology. Group discussion and writing are means of reporting findings. The literature component is concerned with the kinds of human experiences students encounter while pursuing their projects. The natural science component explores genetic differences among races and health and nutrition problems of different races. Only students able to undertake a large amount of work outside the classroom should enroll in this package.

- 1821. **CONTEMPORARY RACE RELATIONS: NATURAL SCIENCE.** (4 cr; prereq ¶1822, ¶1823, ¶1825) (GrB)
- 1822. **CONTEMPORARY RACE RELATIONS: LITERATURE.** (4 cr; prereq ¶1823, ¶1825 and either ¶1821 or ¶1824) (GrD)
- 1823. **CONTEMPORARY RACE RELATIONS: WRITING.** (4 cr; prereq ¶1822, ¶1825 and either ¶1821 or ¶1824) (GrE)
- 1824. **CONTEMPORARY RACE RELATIONS: SPEECH.** (3 cr; prereq ¶1822, ¶1823, ¶1825) (GrA)
- 1825. **CONTEMPORARY RACE RELATIONS: SOCIAL SCIENCE.** (5 cr; prereq ¶1822, ¶1823 and either ¶1821 or ¶1824) (GrC)

### ENERGY AND THE ENVIRONMENT

Students examine factors that led to the present energy crisis and the need for appropriate future action to insure we have the energy necessary to meet our long-term needs. Course content includes economic, technological, political, scientific, and ethical issues that influence the use of energy reserves, development of new sources, conservation practices, and energy use compatible with natural ecological processes. Emphasis is on the individual's role in and responsibility for working toward a better energy future.

- 3921. **ENERGY AND ENVIRONMENT: HUMANITIES.** (3 cr; prereq ¶3922, ¶3923) (GrD)
- 3922. **ENERGY AND ENVIRONMENT: SOCIAL SCIENCE.** (3 cr; prereq ¶3921, ¶3923) (GrC)
- 3923. **ENERGY AND ENVIRONMENT: NATURAL SCIENCE.** (3 cr; prereq ¶3921, ¶3922) (GrB)

### TOWARD A GOOD LIFE: THE IDEAL

Humankind's universal hope for a personal "good life" forms the central theme of this interdisciplinary course. Students examine and compare ways in which people throughout history have sought a good life. Topics include human nature and needs, the idea of the good, and dreams of utopia. Perspectives of the humanities, natural and social sciences, and arts are examined. Course format includes group discussions, readings, lectures, artistic experiences, and television viewing.

- 3823. **TOWARD A GOOD LIFE: HUMANITIES.** (3 cr; prereq jr or sr or #, ¶3824, ¶3825) (GrD)
- 3824. **TOWARD A GOOD LIFE: SOCIAL SCIENCE.** (3 cr; prereq jr or sr or #, ¶3823, ¶3825) (GrC)
- 3825. **TOWARD A GOOD LIFE: NATURAL SCIENCE.** (3 cr; prereq jr or sr or #, ¶3823, ¶3824) (GrB)

### TOWARD A GOOD LIFE: THE POSSIBLE

Topics include golden ages, social criticism and dystopias, and social planning. Students consider what constitutes a good life for their communities and themselves, and how to achieve a better life in today's world.

- 3826. **TOWARD A GOOD LIFE: HUMANITIES.** (3 cr; prereq 3823, 3824, 3825 or #, ¶3827, ¶3828) (GrD)
- 3827. **TOWARD A GOOD LIFE: SOCIAL SCIENCE.** (3 cr; prereq 3823, 3824, 3825 or #, ¶3826, ¶3828) (GrC)
- 3828. **TOWARD A GOOD LIFE: NATURAL SCIENCE.** (3 cr; prereq 3823, 3824, 3825 or #, ¶3826, ¶3827) (GrB)

## CAREER DEVELOPMENT CURRICULUM

### Aging Studies

- 1136. BIOLOGICAL ASPECTS OF AGING.** (4 cr; offered through CEE only)  
For description, see Physical/Biological Sciences section.
- 1234. GROWING OLD TOGETHER: AGING IN THE 20TH CENTURY.** (4 cr)  
For description, see Social Sciences section.
- 1287. PSYCHOLOGY APPLIED TO AGING.** (4 cr; offered through CEE only)  
For description, see Psychology and Family Studies section.
- 3217. COMMUNITY SERVICE INTERNSHIP.** (6-12 cr; prereq #, Δ)  
For description, see Social Sciences section.
- 3238. PUBLIC PROGRAMS IN AGING: NATIONAL, STATE, LOCAL.** (4 cr; offered through CEE only)  
For description, see Social Sciences section.
- 3373. FILM AND THE EXPERIENCE OF AGING.** (4 cr; 1374 recommended; offered through CEE only)  
For description, see Philosophy, Literature, Humanities section.
- 3467. COMMUNICATING WITH THE OLDER ADULT.** (4 cr; prereq 1234...1465 recommended; offered through CEE only)  
For description, see Communication, Writing, Speech section.

### Aviation Studies

The General College and University of Minnesota Flight Facilities cooperatively offer a variety of aviation courses. The courses are offered through the General College but taught at the flight facility, located at the Anoka Airport. The courses may be applied toward General College degrees, but they may not be used to fulfill general education requirements for the degrees.

- 1011. PRIVATE PILOT, GROUND.** (5 cr)  
Introduction to aircraft aerodynamics and systems, federal aviation regulations, navigation, radio navigation and cross-country planning procedures. Serves as preparation for the FAA private pilot written examination.
- 1012. PRIVATE PILOT, FLIGHT.** (3 cr)  
Includes all dual and solo flight hours required for private pilot certification. Emphasizes preflight operations, aircraft operating procedures, proper flight control, safety, traffic control procedures and communications.
- 1013. COMMERCIAL PILOT, GROUND.** (5 cr)  
Increases basic knowledge learned in 1011 while expanding on the national aerospace system, meteorology, and advanced flight safety techniques. Prepares student for FAA written examination.
- 1014. COMMERCIAL PILOT, FLIGHT.** (5 cr)  
Includes all dual and solo flight hours required for FAA certification. Covers advanced flight maneuvers; complex, high-performance aircraft operation; and emergency, critical situation recognition and recovery.
- 1015. INSTRUMENT PILOT, GROUND.** (4 cr)  
Instruments and systems, IFR enroute procedures, VOR, DME, area navigation, radar, instrument procedures, regulations, and information manual. Prepares student for FAA written examination.
- 1016. INSTRUMENT PILOT, FLIGHT.** (2 cr)  
Meets dual hour flight requirements for FAA certification. Joint use of aircraft and flight simulator covering instrument altitude flying, instrument departure, enroute and approach procedures, cross-country navigation, and instrument holding procedures.
- 1017. MULTIENGINE PILOT, FLIGHT AND GROUND.** (2 cr)  
Includes all dual flight and ground instruction requirements for FAA certification. Covers multiengine aerodynamics, advanced aircraft systems (electrical, hydraulic, etc.), and emergency procedures, including single-engine operations and instrument flight.
- 3011. FLIGHT INSTRUCTOR, AIRPLANE, GROUND.** (5 cr; prereq Δ)  
Fundamentals of teaching and learning, including effective teaching methods; and aerodynamics and flight instructor responsibilities, including analysis of flight maneuvers for private, commercial, and flight instructor certificates. Prepares student for both FAA written examinations.

- 3012. FLIGHT INSTRUCTOR, AIRPLANE, FLIGHT.** (3 cr; prereq  $\Delta$ )  
Includes flight training required for FAA certification. Covers instruction in teaching all flight maneuvers required for private, commercial, and flight instructor certificates.
- 3013. FLIGHT INSTRUCTOR, INSTRUMENT, GROUND.** (3 cr; prereq  $\Delta$ )  
Aeronautical knowledge and instructional techniques necessary to teach instrument pilots. Prepares student for FAA written examination.
- 3014. FLIGHT INSTRUCTOR, INSTRUMENT, FLIGHT.** (2 cr; prereq  $\Delta$ )  
How to teach instrument flight students and correct student errors and mistakes. Requires thorough knowledge of instrument procedures. Leads to FAA certification.
- 3015. FLIGHT INSTRUCTOR, MULTIENGINE, GROUND.** (2 cr; prereq  $\Delta$ )  
Concentrates on teaching various aspects of multiengine airplane operation, aerodynamics, complex aircraft systems (hydraulic, electrical, etc.), and procedures.
- 3016. FLIGHT INSTRUCTOR, MULTIENGINE, FLIGHT.** (1 cr; prereq  $\Delta$ )  
Skills required for training multiengine flight students. Stresses safety and procedural approach to training. Leads to FAA certification.
- 3017. AIRLINE TRANSPORT PILOT, GROUND.** (3 cr; prereq  $\Delta$ )  
Comprehensive treatment of aeronautical knowledge required for FAA written examination. Includes advanced computer problems, transport airplane weight and balance calculations, upper-level meteorology, regulations applicable to airline operations, and performance computations.
- 3018. AIRLINE TRANSPORT PILOT, FLIGHT.** (2 cr; prereq  $\Delta$ )  
Aspects of instrument flying and multiengine operation with emphasis on emergency procedures. Requires 1,500 hours of previous flight experience.

## **Fire Protection and Open Learning for Fire Service**

The General College and the Department of Independent Study cooperatively offer correspondence courses designed for people employed in fire service occupations or interested in learning about fire service. The courses may be applied toward General College degrees, but they may not be used to fulfill general education requirements for the degrees.

- 1121. HAZARDOUS MATERIALS AND PROCESSES I.** (3 cr)  
Basic physical and chemical laws underlying the behavior of matter and reactions of water to other substances. Terminology used and regulations presented in various handbooks.
- 1122. HAZARDOUS MATERIALS AND PROCESSES II.** (3 cr; prereq 1121)  
Continuation of study of the physics and chemistry of matter and its relation to fire situations. Enlarges on study of metals, plastics, and oxidizing materials. Means of fire suppression.
- 1123. HAZARDOUS MATERIALS AND PROCESSES III.** (3 cr; prereq 1122)  
Explosion hazards and handling of unusual materials, such as rocket fuels and radioactive materials. Physiological implications of hazardous materials.
- 1124. FIRE PREVENTION AND CONTROL.** (3 cr)  
Traditional fire prevention methods that govern the maintenance of buildings and premises. Design and construction features required by building codes; built-in controls that keep a small fire small. Recognizing, researching, and developing practical solutions to fire prevention and control problems.
- 1125. FIRE PROTECTION AND LIFE SAFETY SYSTEMS IN BUILDING DESIGN.** (3 cr)  
Major systems for protecting occupants of modern buildings from hazards of fire, smoke, and similar unsafe conditions. Professional development course that can be helpful to members of the fire services, architects, engineers, building inspectors, and others with life safety responsibilities within buildings. Minimal technical background necessary.
- 1126. PRIVATE FIRE PROTECTION SYSTEMS: ELEMENTS.** (3 cr)  
Private fire protection, including portable extinguishers, fixed carbon dioxide and halon systems, water supplies, and automatic sprinklers. Coordination of private and public fire response.
- 1127. PRIVATE FIRE PROTECTION SYSTEMS: APPLICATIONS.** (3 cr; prereq 1126 and intermediate algebra)  
Quantitative applications of the elements of private fire protection. Simplified mathematical treatment of preliminary design layout is course project.
- 1128. FIRE DEPARTMENT ADMINISTRATION.** (3 cr)  
Objectives, organization, and management of municipal fire departments, including brief historical review. Relationships of fire department with associate municipal departments, municipal organizational structure, and community. Variety of administrative areas considered to strengthen the fire officer's knowledge and skill in decision-making process.

## Course Descriptions

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- 3061. ANALYTIC APPROACHES TO FIRE PROTECTION.** (4 cr)  
Application of operations research and systems analysis techniques to fire protection problem areas. Established techniques for building fire protection design, fire station location models, resource allocation procedures, fire data collection, and information management.
- 3062. FIRE ADMINISTRATION.** (4 cr)  
Use of modern management and planning techniques in fire department organization. Evaluation and control procedures related to budgeting, personnel, and communication; planning techniques; and traditional and evolving roles of the fire department in fire protection and prevention and in community service.
- 3063. FIRE PREVENTION ORGANIZATION AND MANAGEMENT.** (4 cr)  
Evaluation of techniques, procedures, programs, and agencies involved in fire prevention. Related government inspection-education procedures; interaction of protection, inspection, education, and prevention procedures; licenses and permits; zoning; legal aspects; inspections; investigations; planning; arson and incendiary fire analysis.
- 3064. PERSONNEL MANAGEMENT FOR THE FIRE SERVICE.** (4 cr)  
Personnel practices and management procedures: collective bargaining, binding arbitration, applicable legislation and administration, promotion, personnel development, career and incentive systems, validation of physical and mental requirements, and management and supervision.
- 3065. POLITICAL AND LEGAL FOUNDATIONS OF FIRE PROTECTION.** (4 cr)  
Legal basis for police power of government as related to public safety, legal limitations and responsibility, liability of fire prevention organizations and personnel, review of judicial decisions, and implications of product liability cases in fire prevention.
- 3066. FIRE-RELATED HUMAN BEHAVIOR.** (4 cr)  
Design of education, awareness, and community relations programs. Concepts of personal invulnerability; risk evaluation; dynamics of human behavior in fire incidents related to fire prevention codes and ordinances; relationship of role, group dynamics, and environment of the structure; and perception of fire as a threat.
- 3072. FIRE DEFENSE AND DISASTER PLANNING.** (4 cr)  
Principles of community risk assessment; regional and cooperative response procedures and plans; relationship of structural, climatic, and topological variables to group fires, conflagrations, and natural disasters; and pre- and post-occurrence factors (coordination, command, logistics).
- 3075. FIRE PROTECTION STRUCTURE AND SYSTEMS DESIGN.** (4 cr)  
Design principles involved in protection of structures from fire, empirical tests and prediction procedures, control detection, suppression system design, and fundamentals of hydraulic design of sprinkler and water spray systems with recent innovations.

## Human Services Generalist

- 1217. HUMAN SERVICES AND COMMUNITY RESOURCES.** (6 cr)  
For description, see Social Sciences section.
- 3217. COMMUNITY SERVICE INTERNSHIP.** (6-12 cr; prereq #)  
For description, see Social Sciences section.
- 3605. INTERVIEWING.** (5 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.
- 3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.
- 3614. PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (4 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.
- 3616. CREATIVITY: CRAFTS.** (4 cr; prereq soph)  
For description, see Art and Music section.
- 3624. HUMAN SERVICES WORKER—CHANGE AGENCY.** (5 cr)  
Key change-agent functional roles—advocate, broker, outreach worker, and community organizer. Organization development and ways to effect change.
- 3642. SEMINAR: SMALL-GROUP FACILITATION.** (4 cr; prereq HSG student, #, Δ)  
Significant elements of small-group development and improvement of skills in small-group situations. (GrC)
- 3643. SEMINAR: INDIVIDUAL HELPING SKILLS.** (4 cr; prereq HSG student, #, Δ)  
Designed to prepare students to deal with difficult clients by building on helping skills. Minilectures, viewing of model tapes, role playing, and other experiential exercises. Grades based largely on performance. (GrC)

- 3644. HUMAN SERVICES: COUNSELING AND WORK WITH COMMUNITY RESOURCES.** (4 cr; prereq HSG student, #, Δ)  
Designed to help students develop skill in counseling clients regarding community resources. Human services for mental health and mental retardation available in Twin Cities area and how services may interrelate. Human services generalist concept and how generalist fits into human services field. Activities include small-group interaction, videotaped practice, interviewing, and assembly of agency resource book. (GrC)
- 3734. CONSUMERISM IN HUMAN SERVICES.** (4 cr; offered through CEE only)  
For description, see Psychology and Family Studies section.

### **Individualized Credit Opportunities**

- 1219. COMMUNITY SERVICE: INDIVIDUAL STUDY**      **3629. HUMAN SERVICES GENERALIST: INDIVIDUAL STUDY**  
**3219. COMMUNITY SERVICE: INDIVIDUAL STUDY**

### **Law Enforcement/Corrections**

General College students wishing to pursue a baccalaureate degree in criminal justice may design such a program using this certificate and/or the A.A. degree. Requirements for licensure as a peace officer in Minnesota include 90 academic credits, an advanced first aid certificate, an eight-week skills course (available at the Minneapolis Community College), and a sequence of prescribed courses approved by the Peace Officers Standards and Training (POST) Board. The following courses (included in the 90-credit requirement) are required for the POST test:

- 1235. UNITED STATES: LAW IN SOCIETY.** (5 cr)  
For description, see Social Sciences section.
- 1236. UNITED STATES: THE CRIME PROBLEM.** (4 cr)  
For description, see Social Sciences section.
- 1237. UNITED STATES: JUVENILE DELINQUENCY.** (4 cr)  
For description, see Social Sciences section.
- 3211. STATUTORY DEFINITIONS OF LAW: MINNESOTA CRIMINAL CODE.** (4 cr)  
Discusses and defines State of Minnesota Criminal Code through examination of individual statutes and, time permitting, Uniform Crime Reports of U.S. Justice Department (which gives common general definition of crime, crime volume, rates, trends, and nature of events in criminal justice). Overview of nationwide police personnel data. (GrC)
- 3212. CRIMINAL PROCEDURE.** (4 cr)  
Fundamentals of criminal investigation. Method of tracing individuals through criminal justice system regarding crime violations. Common legal problems concerning rights of individuals from First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the Constitution. (GrC)
- 3213. POLICE IN THE COMMUNITY.** (4 cr)  
Perspectives of police in social, historical, and comparative settings. Police role and career, police discretion, police and the legal system, and future of law enforcement. (GrC)
- 3236. MINNESOTA CORRECTIONS: PENAL ALTERNATIVES.** (4 cr)  
For description, see Social Sciences section.
- 3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.
- 3614. PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (4 cr; prereq #, Δ)  
For description, see Psychology and Family Studies section.

### **Individualized Credit Opportunities**

- 3659. CORRECTIONS: INDIVIDUAL STUDY**

### **Legal Assistant**

- 1580. AN INTRODUCTION TO PARALEGAL CAREERS.** (1 cr; prereq #, Δ)  
Intended to familiarize students with paralegal career field before they enroll in specialty courses. Emphasis on legal specialty areas in which paralegals most frequently employed. Duties generally performed and skills and understanding needed. Course taught by individuals in legal profession who employ paralegals and those involved in their training.

## Course Descriptions

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- 3532. LEGAL WRITING.** (4 cr; prereq 1421...1422 recommended, Δ)  
For description, see Communication, Writing, Speech section.
- 3581. LEGAL STUDIES: BUSINESS ORGANIZATIONS.** (4 cr; prereq 1235, 1534, 1540, paralegal student, #, Δ)  
Legal organization of business entities with emphasis on role of lawyer and legal assistant in formation of various business organizations. Includes survey of fundamental principles of law applicable to each type of business organization and preparation of related documents.
- 3582. LEGAL STUDIES: REAL ESTATE.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Law relating to real property and various steps in common types of real estate transactions. Drafting and mapping legal descriptions of land and legal instruments such as purchase agreements, deeds, contracts for deed, and mortgages. Administrative framework within which real estate law operates.
- 3583. LEGAL STUDIES: ESTATE PLANNING AND ADMINISTRATION.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Frequently used arrangements for owning property and for controlling its disposition at time of owner's death. Tax and nontax consequences of alternative estate planning decisions. Students work with problems requiring fact gathering for estate planning, preparation of probate inventory, schedule of nonprobate assets, petition for appointment of personal representatives and probate of will, disposition of claims, final account and death tax returns for administration of simple estate.
- 3584. LEGAL STUDIES: LITIGATION AND TRIAL PRACTICE.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Premises of civil litigation, sources of law, court systems, attorneys' functions, common types of underlying civil lawsuits, usual defenses, Minnesota civil procedures, discovery procedures, court procedures, trials, post-trial motion procedures, appeal, enforcement of judgment, and proper investigation of facts basic to adequate preparation for litigation. Role of legal assistants in aiding attorneys in these matters.
- 3585. LEGAL STUDIES: INCOME TAXATION.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Law of income taxation—state, federal, and local—including preparation of income tax returns and related materials and survey of various administrative and judicial tribunals and their jurisdiction in determination of income tax controversies.
- 3586. LEGAL STUDIES: LEGAL RESEARCH.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Examines law library in depth, surveys various reference sources available to lawyers in determining applicable law, and studies processes of legal research and writing of memoranda presenting results of that research. Use of statutes, case reports, encyclopedias, treatises, and other sources.
- 3587. LEGAL STUDIES: INTERNSHIP.** (Cr ar; prereq paralegal student, Δ; S-N only)  
Supervised legal assistant activity arranged through director of program. May include work in law firms, legal aid clinics, or state and county offices. Students should notify director of desire to arrange internship by middle of quarter preceding work period.
- 3591. LEGAL STUDIES: CRIMINAL LAW.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #: offered if feasible)  
Theory of punishment, elements of various crimes, and practical problems of citizens who become involved in criminal justice system.
- 3592. LEGAL STUDIES: DOMESTIC RELATIONS.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)  
Substantive and procedural family law regarding marriage, women's rights, minors' disabilities, annulment, child custody, and adoption. Emphasis on Minnesota statutes and case law.
- 3593. LEGAL STUDIES: LAW OFFICE ADMINISTRATION.** (4 cr; prereq Δ)  
Intended to familiarize paralegal students with some common aspects of systems and procedures employed in legal settings.
- 3594. LEGAL STUDIES: COMPUTERS IN THE LAW FIRM.** (4 cr; prereq 3584, 3586, #, Δ)  
Provides enough contact with a computer system so students feel comfortable in their interactions with computers. Usefulness of computer systems in law offices. Introduction to data processing, litigation support, case analysis, and records management.
- 3595. LEGAL STUDIES: CRIMINAL LAW INTERNSHIP.** (Cr ar; prereq paralegal student, 3591; S-N only)  
Practical acquaintance with misdemeanor law and municipal court system in Hennepin County. Each student responsible for investigation, interviewing of witnesses, and analysis of legal and factual issues involved in prosecution of actual cases from Minneapolis city attorney's office case files. Supervised observations of municipal court arraignments, pretrial conferences, and court trials.
- 3596. LEGAL STUDIES: DOMESTIC RELATIONS INTERNSHIP.** (Cr ar; prereq paralegal student, 3592; S-N only)  
Each student interviews a client seeking divorce (dissolution) and drafts all necessary pleadings under supervision of instructor/attorney. Discussion of interviewing, ethics, drafting, civil procedures, motion practice, and other practical skills. Students expected to work on their cases until they are completed, even if they extend beyond end of quarter.
- 3597. LEGAL STUDIES: CORRECTIONS INTERNSHIP.** (Cr ar; prereq paralegal student, #, Δ; S-N only)

### Individualized Credit Opportunities

**3589. LEGAL STUDIES: INDIVIDUAL STUDY**

**3659. CORRECTIONS: INDIVIDUAL STUDY**

## Individualized Credit Opportunities

### Marketing

- 1511. INTRODUCTION TO MODERN BUSINESS.** (5 cr)  
For description, see Business and Legal Studies section.
- 1537. SALESMANSHIP.** (3 cr)  
For description, see Business and Legal Studies section.
- 1551. MARKETING: INTRODUCTION.** (5 cr)  
Marketing activities and design of strategy. Includes target markets, segmentation analysis, marketing research, consumer behavior, and marketing mix. Current marketing events.
- 1552. MARKETING: SALES PROMOTION.** (5 cr; prereq 1551 or #)  
Emphasis on design of promotion strategy. Includes personal selling, advertising, sales promotion, and public relations.
- 1553. MARKETING: PRINCIPLES OF MANAGEMENT.** (5 cr; prereq 1551 or #)  
Emphasis on retail management. Includes retail organization, store location, merchandise planning and management, and human resource management.
- 1557. MARKETING: SUPERVISED WORK EXPERIENCE.** (1-3 cr; prereq 1551 or f1551 or 1552 or f1552 or 1553 or f1553)  
Students identify a work problem, develop and analyze alternative solutions, and choose optimal solution, with support for their choice. Usual registration is for one credit per quarter, taken concurrently with 1551, 1552, or 1553; other credit arrangements should be made with instructor.
- 3557. MARKETING: SUPERVISED WORK EXPERIENCE.** (6 cr; prereq #. Δ)  
Classes and work experience designed to help students refine sales skills prior to entering careers in professional sales.

### Individualized Credit Opportunities

- 3559. MARKETING: INDIVIDUAL STUDY**

## INDIVIDUALIZED CREDIT OPPORTUNITIES

*Note: Individualized internship (xxx7) and individualized credit (xxx9) courses are not scheduled as regular classes, but are listed at the end of each course area throughout section IV to help students and faculty members choose appropriate course numbers and titles.*

- xxx7. INDIVIDUALIZED INTERNSHIP.** (Cr ar; prereq #. Δ)  
On-the-job experiential learning combined with academic program. Internship designed and monitored by both faculty member and site supervisor. Credit determined by degree to which student demonstrates range of experiential learning and its relationship to academic program.
- xxx9. INDIVIDUAL STUDY.** (Cr ar; prereq #. Δ)  
Opportunity to pursue studies and educational objectives not available in established courses. The student, in consultation with a faculty member, sets learning objectives and designs a course of study.
- 1791. COLLEGE COMMITTEE WORK.** (Cr ar; prereq Δ)  
Credit may be granted for student's active participation in work of a committee. For each credit granted, student must spend 30 hours in meeting and preparation time.
- 1894. PLANNING A GENERAL COLLEGE BACCALAUREATE PROGRAM.** (1 cr; prereq 45 cr or #; S-N only)  
Baccalaureate program guidelines. Students assisted in preparing personal statement and assembling course work in integrated proposal. Independent study, internships, and field experience discussed and planned. Degree requirements and necessary documentation of learning.
- 3001. GENERAL COLLEGE UNDERGRADUATE TEACHING INTERNSHIP.** (Cr ar [3 cr per qtr, 9 cr per yr max])  
One-year (3-quarter) course designed to give undergraduate students experience in meeting various responsibilities they are likely to encounter when they become full-time faculty members. Experiences include interaction with small groups of students such as in laboratory or recitation sections; formal lecture in classes; tutoring or working individually with students who have encountered difficulties with course work; participation in faculty seminars and committees; responsibility for making and evaluating assignments by means of tests, papers, themes, or other techniques. Supervision by full-time faculty members.
- 3002. GENERAL COLLEGE UNDERGRADUATE COUNSELING INTERNSHIP.** (Cr ar [3 cr per qtr, 9 cr per yr max])  
One-year (3-quarter) course designed for students with prior training or experience in counseling who want to improve their counseling skills. Each intern develops learning contract at beginning of year with member of GC counseling staff, who functions as supervisor. Intern assigned counselees in GC Counseling and Student Development office. Various activities of intern recorded on video or sound tapes and used in assessing intern's progress. Readings assigned as appropriate to individual intern. Consent of head of GC Counseling and Student Development required for registration.

## *Course Descriptions*

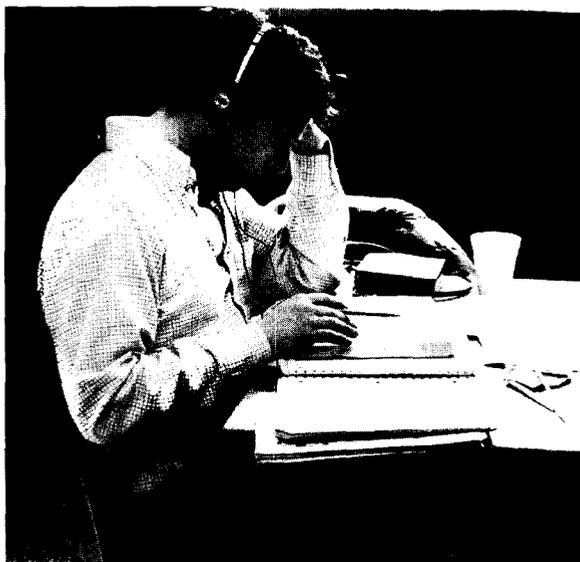
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**3791. COLLEGE COMMITTEE WORK.** (Cr ar; prereq 1791, Δ)

For description, see 1791.

**3894. PLANNING YOUR GENERAL COLLEGE BACCALAUREATE SENIOR REPORT.** (1 cr, S-N only; prereq 135 cr, #, /...3423 recommended)

Senior baccalaureate students meet in informal setting to interpret senior report requirements, explore possible topics, determine sources of information, and develop senior report outline and bibliography. Students expected to share ideas with each other as they develop their proposals.



Audio cassette recorders and other study aids are available in the General College Reading Laboratory.



Students from throughout the University work with tutors in the General College Reading and Writing Skills Center.



Faculty members hold annual retreats to develop and evaluate the college curriculum and student services.

# V. FACULTY AND STAFF

## DIVISION OF ARTS, COMMUNICATION, AND PHILOSOPHY

Candido P. Zanoni, Professor and Head

*Professor*

Fred M. Amram  
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Robert C. Rathburn  
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Mary Ellen Gee  
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Gail A. Koch  
Carol A. Miller

*Associate Professor*

Terence G. Collins  
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## DIVISION OF SCIENCE, BUSINESS, AND MATHEMATICS

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Dennis R. Hower  
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William B. Schwabacher

*Assistant Professor*

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Jay T. Hatch  
Peter T. Kahn  
Patrick A. Kroll  
Shari L. Peterson  
Douglas F. Robertson  
Richard E. Uthe

*Associate Professor*

Sarabeth T. Barnes  
Niles H. Jefferson  
Allen B. Johnson  
Ivan M. Policoff

*Instructor*

Mary K. Nelson

## DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

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*Professor*

Henry Borow  
Forrest J. Harris  
William L. Hathaway  
Jeanne T. Lupton  
Nerman W. Moen

Fred A. Johnson  
M. Barbara Killen  
Sander M. Latts  
Thomas M. Skovholt

*Assistant Professor*

David L. Jones  
Gail A. Thoen

*Associate Professor*

Thomas F. Brothen  
Thomas C. Buckley  
Daniel F. Detzner

*Instructor*

Nathan Smith

## DIVISION OF STUDENT SERVICES

### Counseling and Student Development

Dewain O. Long, Associate Professor and Head

*Professor and Counselor*

Leslie A. King

*Assistant Professor and Counselor*

Doloris J. Willmore

*Associate Professor and Counselor*

John L. Romano

*Instructor and Counselor*

Gloria Wood

### HELP Center

*Counselor*

Moises Andrade  
Jerry Freeman  
Caroline M. Gilbert  
Sue Hancock  
Santee Lawson  
Lois Y. MacKenzie  
Beverly J. Stewart  
Barbara TwoBears  
Carol White

*Attorney*

Thomas Casey

*Welfare Advocate*

Diane Wartchow

### Upward Bound

Bruce Schelske and Sharyn A. Schelske, Co-Directors

*Community Program Assistant*

Anita Macias

*Educational Therapy Coordinator*

Mark Schelske

*Community Program Specialist*

Linda Chin

### University Day Community

Andrew Nelson, Coordinator

*Accounts Specialist*

Lorrie Johnson

*Behavior Analyst*

Carolyn Ellingson  
Michael Rothweiler

*Art Therapist*

Kate Hunt

## OCCUPATIONAL PROGRAMS

*Aging Studies*

Daniel F. Detzner, Coordinator

*Legal Assistant Education*

Denise W. Templeton, Coordinator

*Human Services Generalist*

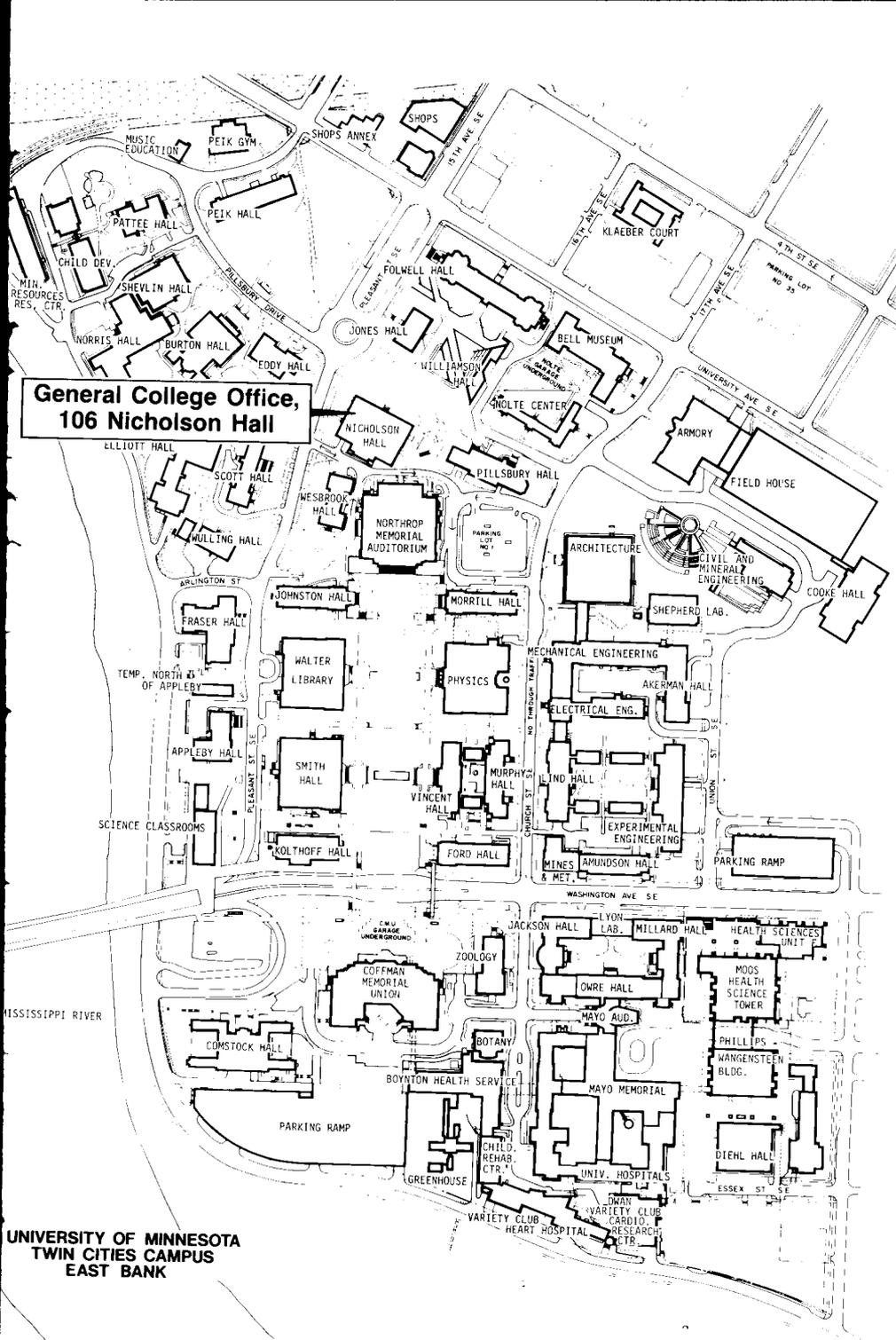
David Foat, Coordinator

*Marketing*

Shari L. Peterson, Coordinator

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