



General College

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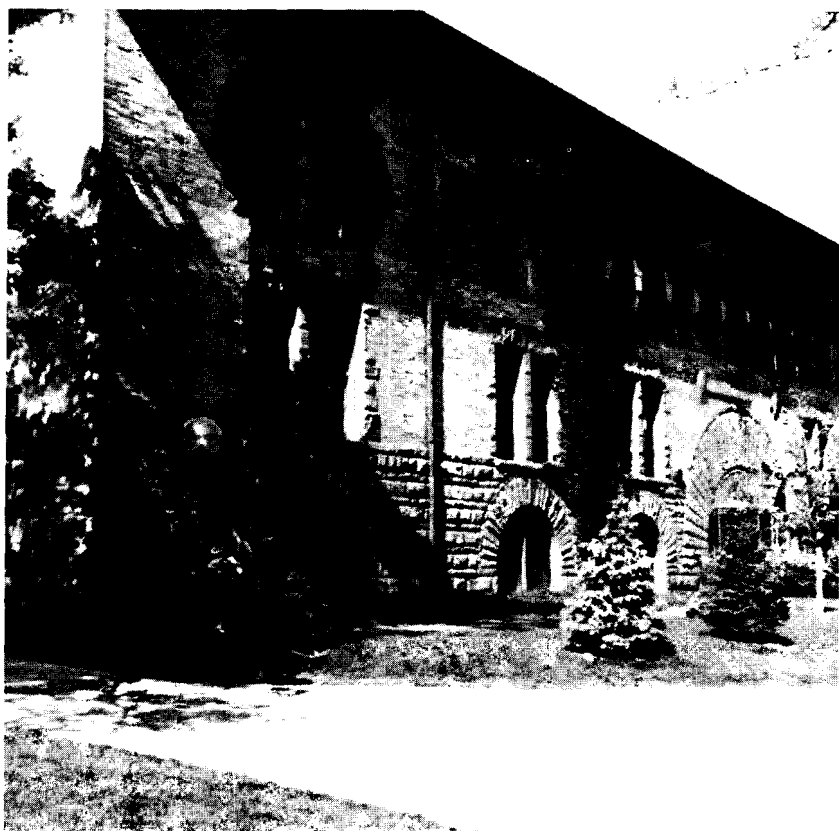
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General College

UNIVERSITY OF MINNESOTA



Nicholson Hall, home of the General College.

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, 100 Church Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, (612) 373-7969, or to the Director of the Office of Civil Rights, Department of Education, Washington, D.C. 20202, or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, D.C. 20210.

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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 eight 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

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

In light of the educational philosophy of the General College, and taking into account its position in the larger structure of the University and in the system of public higher education in the state of Minnesota, the present missions of the 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.

General Information

Given the educational missions it has assumed or been assigned, 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 devising curriculum and teaching techniques to meet these requirements.
- 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.

Admission Criteria

All graduates of accredited Minnesota high schools (and many nongraduates) who demonstrate an interest in college work are eligible for admission to the General College.

Interested prospective students may call (612) 376-2950 to discuss GC study options or make an appointment with a General College counselor. Detailed procedures for admission to the college are listed in section II of this bulletin.

Career Development Programs

The General College offers eight career development programs: aging studies, aviation studies, fire service, human services generalist, legal assistant, marketing, 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.

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 1217 or 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.

Cooperative Education—The General College supports the idea that a cooperative educational experience can help students realize that learning is a lifelong process. A basic concept of the General College's cooperative education program is that students should have job experiences that help them to explore and prepare for careers of their choosing. Coop staff members often arrange job referrals based on career interests discussed during student screening interviews. In many cases, students arrange their own work experience with employers.

Students who are accepted into the program work a minimum of 20 hours per week with an employer in their chosen career field. Most students are paid. In addition to working these hours, coop students participate in a preemployment orientation and in weekly on-campus seminars relating to the work experience. The faculty coordinator makes two job site visits as part of each student's evaluation. During their coop quarter, students register for GC 1517 or 3517, Internship in Cooperative Education, for six credits.

Special Programs and Centers

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

Weekend/Evening Baccalaureate (WEB)—The Weekend/Evening Baccalaureate (WEB) is an alternative to the General College's third- and fourth-year day school curriculum. It consists of

General Information

weekend, 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 is available to applicants with 90 transferable college credits. The program offers

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

For further information about WEB, 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.

The second function of the skills center is to offer students several options for earning credit while improving their communication skills: GC 1417, Improving Spelling and Punctuation (1 or 2 credits); GC 1412, Writing Grammatical Sentences and Developing Organized Paragraphs (1 or 2 credits); GC 1411, Fundamentals of Usage and Style (3 credits); GC 1401, Improving Study Skills, Reading Comprehension, and Vocabulary (1-3 credits); and GC 1409 and 1429, Individual Study, for 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 the basic arithmetic and elementary algebra skills necessary for Basic Mathematics (GC 1431, 1432, 1433). It also provides assistance to "walk-ins" with mathematics difficulties in a Tutorial Room staffed by faculty members and teaching assistants. Computer terminals and electronic calculators are available for student use in the Tutorial Room.

Commanding English—This is a two-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.

Other Special Privileges and Learning Opportunities

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.

Upward Bound and University Day Community—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 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.

Other Special Privileges and 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—Students who have completed the requirements for the associate in arts 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 independent study. Others may have special needs and interests in areas not covered by courses in the established curriculum.

General Information

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. Any GC student who feels 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.

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 ample 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, telephone (612)376-2643. Students seeking membership on college committees should obtain application forms from the dean's office, 106 Nicholson Hall.

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 interpreter helps a hearing-impaired student register.



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 the Division of 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 division 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
Social skills	aptitude assessment
Personal and family problems	Progress assessment
Educational planning	Career planning
Study skills	Transfer
Academic progress	Job placement

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, 9 Nicholson Hall. The terminals are linked with the Minnesota Occupational Information System, which not only provides information about occupations but also answers students' questions regarding their qualifications for particular careers; it 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 in 9 Nicholson Hall, 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.

Student Services

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.

Current and prospective students may see the receptionist in 10 Nicholson Hall or may telephone (612) 376-2950 to arrange for an appointment with a counselor.

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.

Students interested in more information about these services should contact the HELP Center, 317 17th Avenue S.E., University of Minnesota, Minneapolis, Minnesota 55414, telephone (612) 373-0120.

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 programs must apply to the University, specifying "General College" on the application form. A second application may be necessary for particular programs. For a complete explanation of admission procedures, consult the University's *General Information Bulletin*.

Students interested in one of the career development programs are admitted on the basis of a recommendation from the program coordinator. More information, including a personal interview, may be required. Consult the General College Counseling and Student Development office, 10 Nicholson Hall, for further details.

Admission to one of the baccalaureate programs requires an additional application; this procedure is explained in the Baccalaureate Programs portion of section III. All prospective baccalaureate students, including currently enrolled General College students, must complete this application.

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). Assistance in applying to the University through Continuing Education and Extension is provided in the CEE Counseling office and the GC Counseling and Student Development office.

College Orientation—The University sponsors a 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. Students are assigned faculty advisers during their first quarter in the college. Advisers are available for information and counseling. They attempt to help each of their advisees to recognize their own needs, formulate constructive and feasible academic plans, and make their own decisions in the 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 freshmen 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 Procedures

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 form stamped at the GC Registration Center, 20 Nicholson Hall.

Canceling Courses—A student who wishes to cancel a class must file a properly approved cancel-add 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 cancel-add form at the General College Registration Center in 20 Nicholson Hall and have that form signed by his or her adviser and stamped in the college registration center. (The University's Registration Center in 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 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 canceled 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.

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

Grading Procedures and 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' Rights and Responsibilities

Students may not take any courses on the S-N system 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(8) 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 for two succeeding quarters 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 procedure is not to penalize students, but rather to encourage them to work with a counselor in an effort to improve their academic performance. In many cases a counselor can help students overcome their academic difficulties. 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 to 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.

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 attendance, 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 may request to see their educational records kept in any of the following General College offices: Counseling and Student Development, HELP Center, and Upward Bound. Students who would like to see their records should contact the appropriate offices. Normally, students will be able to examine their records within 10 days after submitting a request form.

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. Questions may be directed to the Office of the Coordinator of Student Support Services, 260E Williamson Hall, (612) 373-2106.

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.

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 (3000-level) 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 3000-level 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 1000 and 3000 levels (see Coordinated Studies). One 3000-level 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 more than 40 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 they may transfer to the General College from another postsecondary educational 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. For a complete explanation of admission procedures, consult the University's *General Information Bulletin*.

Degrees and Programs

Graduation Requirements—In most two-year institutions, the associate in arts degree is awarded to students who maintain a certain grade average and who complete courses distributed among the broad fields of the liberal arts. The General College requirement is similar in scope. The associate in arts degree is awarded to students presenting 90 passing credits and demonstrating 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.

In order to be eligible to receive the associate in arts degree, students must complete 45 credits in residence at the University of Minnesota, including at least 30 credits in General College course work.

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 Wilhamson Hall. Application procedures and deadlines are detailed in the University's *General Information Bulletin*. 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 two-day orientation session. Students register and are assigned advisers on the afternoon of the second day of the orientation period.

*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 (c) confer with a counselor regarding their future plans or questions pertaining to graduation.

Baccalaureate Programs

Baccalaureate degree programs were begun in the General College in 1971. Because they are still relatively new and in the developmental stage, the programs are being refined through experimentation and research. Information presented here is subject to change, and students interested in these degree programs should consult the Counseling and Student Development office to verify the currency of this information. Guidelines for the programs and other information about them are available from that office. Appointments for help in planning programs may be made by calling the Counseling and Student Development office, (612) 376-2950.

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 serve people whose unique needs cannot be adequately met by traditional baccalaureate programs, to further their education, to enrich their lives, and to enhance their careers. However, even though they have no majors, the baccalaureate programs are not free-form. They are designed on the basis of models that the General College faculty has developed, and they are expected to integrate learning from many areas. A senior report on the educational experience is required of every baccalaureate student for faculty evaluation.

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 the 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 Process—Students who have completed, or are about to complete, an associate in arts degree or its equivalent, who have a C (6) average, or 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. Since a separate application for baccalaureate programs is required of all students, it is imperative that students contact the General College concerning necessary procedures for application to the General College as well as to a baccalaureate program within the college. Information about the application process and official forms for applying may be requested from the Counseling and Student Development Division, 10 Nicholson Hall, 216 Pillsbury Drive S.E., University of Minnesota, Minneapolis, Minnesota 55455. To be considered for admission to a General College baccalaureate program, applicants should submit two copies of the completed application form(s), two copies of the personal statement (see below), and two up-to-date transcripts documenting all prior study or training.

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, from counselors, and from the advising course described below 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 45 credits and who are attempting to decide what to do about furthering their educations and how best to do it. Credit earned for the course may be counted toward the associate degree or either baccalaureate degree.

Personal Statement—Students who apply for admission to baccalaureate programs are expected to write a personal statement explaining and defending the degree program they have designed and are proposing. The personal statement should be viewed not as a separate exercise, but rather as a continuum with the degree core and the senior report (see below) in the total process 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 presents the students' views and objectives to the Admissions Committee. The core is the plan they make for attaining their goals. The senior report is their culminating statement or demonstration to the faculty of how their learning has been integrated.

Degrees and Programs

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 the 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.

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.

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. A nurse practitioner in a B.G.S. program might prepare a senior report on the process of planning, recruiting staff for, and implementing plans to establish and operate a comprehensive health clinic. In their senior reports, students draw upon insights from the social sciences, natural sciences, communication, and humanities.

As the subject of their senior reports, students in the B.A.S. program 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.

Criteria for Admission to Baccalaureate Programs—Applications for admission to baccalaureate programs are evaluated by divisional admission committees composed of faculty members and students. In addition to the requirements of the A.A. degree or its equivalent and a C (6) average or evidence from recent performance 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 of General College Courses Classified by CLE Group, below, and the course descriptions in section IV of this bulletin. The letter abbreviation of the group to which each course is assigned is enclosed in parentheses following the description of the course in section IV.

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

See page 25 for a list of General College courses classified by CLE group.

The summary entitled General College Degree Requirements for Baccalaureate Programs presented on the following page provides a quick reference to the various requirements set by the faculty. The summary includes credit requirements and 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.

Degrees and Programs

GENERAL COLLEGE DEGREE REQUIREMENTS FOR BACCALAUREATE PROGRAMS

Type of Requirement	Bachelor of General Studies	Bachelor of Applied Studies
Minimum Credit Requirements¹		
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
3000- or 5000-level credits	45	45
Credits after admission to baccalaureate program	45	45
CLE Distribution Credit Requirements		
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
Core Program Credit Requirements		
Collegiate credits	45	45
Credits earned after first 90	30	30
GC credits	30	30 ²
Credits earned on A/N basis	30	30
Core Program Special Requirements		
3000- or 5000-level credits	35	35
Certificate credits allowed	yes	no
CLE credit limitation	all groups represented, with 25 maximum in any area	—
Other Requirements and Limitations		
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	30 of the core credits must be earned with grades of C(5) or above; half of these credits must be earned with grades of C(7) or above	
Documentation	student folders must contain documentation of all credits, completed or equivalencies, and the senior report	

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

²May be less if required certificate credits were granted by the General College.

GENERAL COLLEGE COURSES CLASSIFIED BY CLE GROUP

Group A—Communication, Language, Symbolic Systems

1400, 1401, 1402, 1403, 1404, 1405, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1431, 1432, 1433, 1434, 1435, 1436, 1439, 1442, 1443, 1444, 1445, 1452, 1454, 1461, 1463, 1464, 1465, 1471, 1474, 1482, 1533, 1535, 1540, 1542, 1572, 1824, 3286, 3454, 3461, 3462, 3464, 3465, 3466, 3467, 3471, 3472, 3533, 3560, 3571, 3602, 3605

Group B—The Physical and Biological Sciences

1111, 1112, 1113, 1131, 1132, 1133, 1136, 1137, 1161, 1162, 1163, 1166, 1167, 1171, 1172, 1173, 1177, 1821, 3114, 3115, 3116, 3134, 3135, 3161, 3162, 3164, 3181, 3825, 3828, 3833, 3836, 3841, 3923, 3926

Group C—The Individual and Society

1211, 1212, 1216, 1217, 1221, 1222, 1223, 1224, 1225, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1241, 1242, 1243, 1251, 1252, 1254, 1255, 1261, 1264, 1265, 1275, 1277, 1281, 1282, 1283, 1284, 1285, 1287, 1291, 1294, 1295, 1296, 1351, 1355, 1357, 1381, 1502, 1503, 1504, 1505, 1511, 1530, 1534, 1620, 1701, 1721, 1722, 1731, 1733, 1735, 1813, 1814, 1815, 1817, 1825, 1831, 1832, 1833, 1835, 1844, 3216, 3217, 3225, 3226, 3227, 3232, 3235, 3236, 3238, 3243, 3251, 3282, 3285, 3286, 3292, 3342, 3343, 3344, 3345, 3352, 3354, 3355, 3356, 3612, 3614, 3615, 3636, 3641, 3642, 3643, 3644, 3645, 3646, 3647, 3721, 3725, 3726, 3732, 3734, 3824, 3827, 3832, 3835, 3841, 3844, 3845, 3847, 3922, 3925

Group D—Literary and Artistic Expression

1226, 1300, 1301, 1302, 1303, 1304, 1305, 1311, 1312, 1313, 1331, 1333, 1357, 1361, 1362, 1363, 1365, 1366, 1367, 1371, 1374, 1375, 1376, 1382, 1383, 1384, 1385, 1391, 1474, 1481, 1483, 1485, 1486, 1536, 1812, 1816, 1822, 1836, 3311, 3335, 3352, 3354, 3373, 3374, 3377, 3393, 3503, 3616, 3823, 3826, 3831, 3834, 3846, 3921, 3924

Group E—Writing

1421, 1422, 1425, 1484, 1823, 3423, 3484, 3531, 3533

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.

Forty-five of the total 180 credits for the degree program must be completed at the 3000 or 5000 level.

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

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 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- to 36-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—The General College recognizes that the aviation industry has a need for highly skilled and well-educated people 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 for the associate in arts (A.A.) degree will be eligible for FAA certification as commercial pilots with instrument and multiengine ratings. If they complete the A.A. degree, they may satisfy the University of Minnesota's liberal education requirements by completing course work specified by the national University Aviation Association as relevant to the field of aviation.

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 General College 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 required for aviation certification. The number of options becomes even greater when the student uses General College internship courses to earn credit while gaining practical experience in one or more of the many aviation-related businesses in the Twin Cities area.

Fire Service—The General College, in cooperation with the Department of Independent Study, is serving as the representative for the Open Learning 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*.

Human Services Generalist—The Department of Psychiatry and the General College jointly have offered a two-year curriculum in human services since September 1971. This human services generalist (HSG) program was planned in consultation with representatives from a number of human services facilities and with the National Institute of Mental Health.

The recurrent theme of all programs with a generalist orientation is "the need for a person to whom the client could relate, who would work with him through the intimidating maze of agencies, institutions, professionals, and specialists—each with its own set of rules, regulations, and policies—toward resolution of his problems. A worker with such a client orientation would be expected to fill a variety of roles depending upon the changing needs of the client" (McPheeters and King, "Plans for Teaching Mental Health Workers," Southern Education Regional Board, February 1971).

The principal objective of the HSG program is to train workers to assume positions of responsibility in a wide variety of human service agencies, specifically to address needs currently unmet in the human services delivery system. The HSG graduate may perform various functional roles, such as advocate, broker, outreach worker, organizer, or counselor.

Preference for admission to the HSG program is given to persons experienced in human services such as psychiatric technicians, group home counselors, case aides, LPNs, or those with extensive volunteer work. The curriculum consists of six quarters of academic and field (on-the-job) preparation supplemented by general education offerings relevant to students' 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.

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.

Degrees and Programs

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 employment 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.

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 may register with and 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.

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 with 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 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.

Most General College students who transfer to other colleges of the University apply to one of the three 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.

College of Liberal Arts—The College of Liberal Arts (CLA) normally requires a student to have completed at least 36 transferable credits before a transfer application is considered. These credits must include three or more CLA courses in which a C (2.00) average or higher was earned. To provide some experience in the methods of the particular program the student intends to enter, at least one of the CLA courses should be in the intended major. Many students have found it to their advantage to complete most CLA liberal education distribution requirements before transfer, though it is not necessary to do so as a requirement for transfer. An individual student's educational profile will suggest how much General College course work is advisable prior to transfer.

College of Business Administration—The College of Business Administration (CBA) offers upper division and graduate programs only. All students must consult the Supplement to the 1980-82 College and Graduate School of Administration Bulletin; the supplement describes extensive changes in both prebusiness and upper division requirements that have occurred since publication of the bulletin. A student who wishes to be considered for transfer to CBA must have satisfactorily completed 74 or more credits of appropriate course work by the application deadlines and will be expected to have completed 90 transferable credits by the date of entry into CBA.

Students are strongly encouraged to discuss their plans for a business administration major with a counselor or adviser, since several General College courses are accepted as equivalent to some of the required prebusiness courses. In some instances, General College course work in a given area may be advisable as preparation for entering the prebusiness courses in that area.

College of Education—Although College of Education programs are difficult to enter because of enrollment limitations, some General College students do transfer directly to the College of Education. Deadlines for application are usually well in advance of the intended time of transfer. Not all College of Education programs admit students every quarter. Although the minimum grade average in General College course work for transfer is C (7), experience shows that in most cases a student should have a higher average in order to be accepted for admission. Since each program in the College of Education has its own admission requirements, prospective transfer students are urged to meet with a General College counselor as early as possible to discuss requirements for the program they plan to enter.

Other Colleges—Specific information about transfer to other colleges of the University of Minnesota can be obtained from a counselor in the Counseling and Student Development office.

Transfer of 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 requirements of the various colleges. (See General College Courses Classified by CLE Group, earlier in this section.)

Transfer Procedures—Students intending to transfer to another college of the University should make plans early in their college career. Although procedures and requirements frequently change, up-to-date information can be obtained from General College advisers and counselors. 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 College of Business Administration. A Request for Change of College Within the University form and specific information about deadlines are available from the General College Counseling and Student Development office, 10 Nicholson Hall, or from the University Office of Admissions, 240 Williamson Hall.

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.

General College/Continuing Education and Extension Program

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.



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



Students and instructor discuss a small-group assignment in a speech class.

IV. COURSE DESCRIPTIONS

Course Information

Course 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.

xxx8 Special topics courses

xxx9 Individual study courses

Note: Special topics and individual study course numbers will be assigned, as appropriate, by a member of the General College administration at the time a student registers for such a course.

Course 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 division 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 table of General College courses classified by CLE area 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)

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)

Course Descriptions

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)
1391. **CREATIVITY AND CREATIVE PERSONALITIES.** (3 cr; S-N only)
Through creative activity, students become aware of their own creative potentials and nature of creative process. Awareness broadened by additional study of several outstanding creative people of 20th century. (GrD)
1474. **CREATIVITY: CAMERA IN COMMUNICATION.** (3 cr; offered when 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 project, and techniques of adding sound effects or music. Emphasis on communication potentials of the medium and 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)
1482. **MATHEMATICS IN ART: CREATIVITY LAB.** (2 cr; prereq one art course or # and #1436; offered when feasible)
Mathematical foundations of various visual art forms. Similarities between mathematician and artist and ways in which mathematics can be used to create works of art. Topics include symmetry, modular art, number patterns, polyhedra, computer art, graphing, and distortions. Weekly projects based on various mathematical principles. (GrA)
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)
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)
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)
3393. **PERSONAL PROJECTS IN ART AND MUSIC.** (4 cr; prereq at least one course in music or art and #: offered when feasible)
Individual projects in art or music. Projects may be extension of something learned in an arts class or may relate the arts to some other discipline. Students meet together weekly to help each other define goals, learn research techniques, develop critical attitudes, and become acquainted with resources available at University and in community. Students may consult with other faculty members when expert advice desired. Research results may be exhibited through written essays or verbal presentations (with or without audiovisual reinforcement) or may involve producing artistic projects. Students should have project in mind before registering. (GrD)
3503. **CAREERS IN FINE ARTS.** (4 cr; prereq #: S-N only; offered when feasible)
For students experienced in art who plan a career in some form of fine arts such as painting, sculpture, photography, or, in some cases, crafts. Students selected on basis of prior experience in art and on quality of their artwork to date. Students expected to be practicing artists and to present portfolio of their work for previewing before entry into class. (GrD)

3616. **CREATIVITY: CRAFTS.** (4 cr; prereq soph enrolled in RSG, 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).

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.
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)
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; offered when 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)

Course Descriptions

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.
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)
1544. **BEGINNING TYPEWRITING.** (3 cr)
Intended for students with no previous typewriting training; introduces keyboard, stressing touch method of typing. Students should attain proficiency of 30 wpm with accuracy and be able to apply this skill to preparation of business letters, tabulation problems, manuscripts, and reports. Designed to assist students in personal correspondence and in preparation of term papers and reports, and to provide them with foundation for possible vocational uses of typewriting.
1545. **INTERMEDIATE TYPEWRITING.** (3 cr; prereq 1544 or 30 wpm)
Entering with 1 year of high school typewriting and/or typing skill of approximately 30 wpm, students should attain proficiency of 45 wpm with accuracy. Emphasizes skills necessary for effective performance on job; includes such topics as business letters and their special features, tabulated reports, and report typing.
1572. **INTRODUCTION TO BLOCK DIAGRAMMING AND PROGRAMMING.** (5 cr; prereq 1535 or #; offered when 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 #)
For description, see Legal Assistant section.
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.
3235. **POVERTY LAW.** (5 cr; prereq 1235 or #...1212 recommended)
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 #; S/N only)
For description, see Art and Music section.
3514. **RESEARCH FOR STARTING A SMALL BUSINESS.** (5 cr; prereq 1513, 1540, 1551 and #)
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 #)
For description see 1517.

3531. **WRITING FOR BUSINESS AND THE PROFESSIONS.** (4 cr; prereq 1421...1422 or 1425 or 1531 recommended)
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.
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 #)
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)
The consumer marketplace and the law. Focuses on preventive law for the seller/buyer at preagreement, agreement, and postagreement stages of consumer transactions. Legal self-sufficiency as cost-saving, effective consumer technique. 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)

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. (GrA)
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. (GrA)

Course Descriptions

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 through 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)
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). (GrA)
1414. **ORAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH.** (3 cr)
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. (GrA)
1415. **READING COMPREHENSION AND STUDY SKILLS FOR NONNATIVE SPEAKERS OF ENGLISH.** (3 cr)
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. (GrA)
1416. **SPELLING AND PUNCTUATION IN WRITING FOR NONNATIVE SPEAKERS OF ENGLISH.** (4 cr)
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. (GrA)
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. (GrA)
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)
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 when 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)
- 1484. CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.** (4 cr [may be repeated for max 8 cr];
prereq 1421, recommendation of a previous writing lab instructor. #)
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)
- 3461. MALE/FEMALE COMMUNICATION.** (4 cr)
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 when 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)
- 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)
- 3466. DYNAMICS OF TRANSRACIAL COMMUNICATION.** (4 cr; prereq 1461 or 1465 and #: offered when feasible)
Forces that affect people from different racial, ethnic, and cultural backgrounds when they try to communicate with one another. Intended to help students analyze transracial communication situations, describe forces affecting interaction, and evaluate functional and dysfunctional aspects of their own communication in transracial settings. Substantial reading, class discussions, small-group discussions, group projects, and short papers. (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; how to communicate 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 #: offered when 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, #...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)

Course Descriptions

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 #)
For description, see Psychology and Family Studies section.

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).

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. (GrA)
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. (GrA)
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 Δ 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)
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. (GrA)
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)
1436. **MATHEMATICS AND ART.** (2 cr; prereq elementary algebra or # and §1482; offered when feasible)
Mathematical foundations of various visual art forms. Similarities between mathematician and artist and ways in which mathematics can be used to create works of art. Topics include symmetry, modular art, number patterns, polyhedra, computer art, graphing, and distortions. Weekly projects based on various mathematical principles. (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 Δ 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)
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)
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)

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)

Course Descriptions

- 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)
- 1374. LITERATURE: 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 when 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)**
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)
- 1385. CHICANO LITERATURE. (3 cr)**
Development of the Mexican community in the United States in the 20th century, focusing on changes resulting from increased immigration from Mexico, labor demands resulting from U. S. agricultural and industrial developments and labor shortages caused by the two world wars. Tensions between parts of community that maintained their Mexican culture and those that stressed Americanization, and how these tensions led to development of Chicano consciousness. Manifestation of changes shown through literary examples. (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, how to distinguish between good and bad evidence, and methods of deductive and inductive reasoning. (GrA)
- 1812. AMERICAN INDIAN LITERATURE. (5 cr)**
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 look, feel, and psychological texture of blacks in America. (GrD)
- 1836. ASIAN AMERICAN LITERATURE. (3 cr)**
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)
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)
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)
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)
3356. **EDUCATION AND PHILOSOPHY.** (4 cr)
In light of basic ideas, crucial assumptions, and fundamental questions of education and philosophy of education, students are encouraged to examine in disciplined manner their educational system and their own role and experience within it. Examination of old as well as recent theories and philosophies of Western education. (GrC)
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)
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)

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

1112. **SCIENCE IN CONTEXT: HUMAN USES OF THE ENVIRONMENT.** (5 cr)
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)
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 one course in astronomy or *astronomy or equiv)
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)

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 when 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 when 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)
3116. **SCIENCE IN CONTEXT: NUTRITION—FOOD, ITS USES AND ABUSES.** (5 cr; prereq 45 cr or #; offered when feasible)
Principles of nutrition, food biological values, metabolism of nutrients, caloric content, vitamin and mineral needs, cultural concerns of procurement and distribution of nutrients, cultural uses of foods and preferences that often alter quality and types of food consumed, and maintenance of individual health. (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)
3135. **THE CARE AND KNOWLEDGE OF HOUSE PLANTS.** (4 cr; prereq 1131; offered when feasible)
How to care for plants and botanical aspects of plants. Anatomy and physiology of house plants as well as how to keep them alive and healthy. (GrB)
3161. **BASIC DC ELECTRONICS.** (5 cr; prereq high school intermediate algebra or 1445, high school physics or 1163. #)
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. #; offered when 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)
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; 81354)
For description, see Philosophy, Literature, Humanities section.
3465. **COMMUNICATION FOR HEALTH WORKERS.** (4 cr; 1465 recommended)
For description, see Communication, Writing, Speech section.

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; prereq 1281)
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 and moral 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.** (3 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)
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. **HOME LIFE: CONSUMER PROBLEMS.** (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)
Informal 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)
1735. **HOME LIFE: FAMILY ENVIRONMENT.** (5 cr)
Environmental approach to study of interrelationships of society, housing, and family living. Urbanism; new towns; housing problems, needs, preferences, and choices; and furnishing a home. Social, psychological, economic, functional, and aesthetic factors involved in selecting and planning a home. (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. **SEMINAR FOR TUTORS IN PSYCHOLOGY.** (4 cr; prereq #)
Three-fold emphasis: conceptual analysis of psychological factors involved in academic achievement and basic technical terminology of behavioral science; training and direct classroom experience in tutoring in large introductory psychology classes; and study of selected issues in contemporary behavioral science, including oral seminar presentations and written reports. (GrA,C)

3605. **INTERVIEWING.** (5 cr; prereq #)
 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 #)
 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 #)
 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)
3636. **ADOLESCENT DEVELOPMENT.** (5 cr; prereq 1281, #)
 Application of learning principles to adolescent behavior problems; design and evaluation of treatment programs; experiential, art, and music therapy; treatment options; and philosophical issues related to freedom and control. Contingency management and contingency contracting. Students participate in staff discussions about clients. Anecdotal/case study approach. (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)
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)

Social Sciences

1211. **PEOPLE AND PROBLEMS.** (5 cr)
 Interdisciplinary, cross-cultural study of major political and economic problems of human society. Topics such as employment, productivity, inflation, and distribution of power are examined from a social sciences perspective. (GC)
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)
1216. **DIRECTED STUDY: URBAN PROBLEMS.** (1-3 cr; prereq #1217, #)
 Special projects arranged with instructor while registered in 1217. (GrC)
1217. **COMMUNITY SERVICE INTERNSHIP.** (6-12 cr; prereq #)
 Exploration of career opportunities in human services, urban affairs, or government through work as intern in a local agency. On-the-job experience supplemented by weekly small-group seminars to discuss knowledge, skills, and resources needed to work in the field; structure and functions of the agency; and personal observations. Short written assignments, readings, a journal, and a paper/project help students blend fieldwork with academic materials. (GrC)
1221. **MINNESOTA: HISTORY.** (4 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 #)
 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 fieldwork. (GrC)

Course Descriptions

1223. **MINNESOTA HISTORY TO 1900.** (4 cr, §1221)
Surveys forces, people, and events that shaped Minnesota during its formative years. Readings and classroom presentations focus on geography of the region; history of traders, soldiers, loggers, farmers, adventurers, and idealists who influenced Minnesota through frontier, territorial, and early-statehood periods; work of pioneer entrepreneurs in lumbering, farming, railroading, flour milling, and iron mining; and the course of 19th-century political controversies. (GrC)
1224. **MINNESOTA HISTORY SINCE 1900.** (4 cr, §1221)
History of modern Minnesota traced in discussions of formative events of progressive period that ended in World War I; emergence of Farmer-Labor party; impact of depression and World War II on people and resources of the state; leadership of such figures as Floyd B. Olson, Harold Strassen, Luther Youngdahl, Hubert Humphrey; and flowering of science, arts, and higher education. (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, leaders, artists, or intellectuals. Inquire about course content before enrolling. See also 3845. (GrC)
1230. **UNITED STATES: RECENT HISTORY.** (4 cr)
Focuses on 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. Historical roots of problems of the '50s, '60s, '70s, and '80s (e.g., foreign policy, energy sources, voter participation, ecological dangers, difficult social mobility) and, in some instances, possibilities for resolution. (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-centered 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 criminal, 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 cause 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)
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. **THE 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.; from 500 B.C. to age of Columbus; and from Columbus to present. Political, economic, religious, intellectual, and scientific aspects. (GrC)

- 1252. THE WORLD: POLITICS.** (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)
- 1254. BACKGROUND OF THE MODERN WORLD: COMMUNIST NATIONS.** (2 cr)
History of relationships among United States, USSR, China, Vietnam, and communist countries of Europe offers perspective on current international issues and American foreign policy. (GrC)
- 1255. BACKGROUND OF THE MODERN WORLD: DIVIDED NATIONS.** (2 cr)
Origins of current conflicts in such divided nations as Korea, Indochina, India, Palestine, and Ireland. If time permits, history of struggles for democratic self-government in such countries as Iran, Rhodesia, and South Africa examined. (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, famine, overpopulation, and alienation. (GrC)
- 1265. CURRENT HISTORY: LATIN AMERICA—BUSINESS, TRADE, AND FINANCE.** (4 cr)
Current trends in development of business and trade opportunities in Latin America: regulations, agreements, political and economic realities and prospects. (GrC)
- 1275. THE CHICANO EXPERIENCE.** (3 cr)
Overview of the historical experience of the Mexican people in the United States. Emphasizes major events and socioeconomic factors that determined the historical trajectory of the Mexican-American community and continue to have a major influence on the development of the Chicano nation. (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 behavior patterns learned and shared that serves to guide behavior of all members in a given society. Attempt to develop generalizations about influence of culture on human behavior by analyzing and comparing ways of life in particular cultures. Any and all cultures deemed worthy of such study. Power of culture to shape personality and power of persons 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. WHAT IS ECONOMICS?** (2 cr, \$1295, \$1296 or equiv)
For those who have not studied economics in college. Basic concepts and vocabulary of supply and demand, economic organization, money, poverty, inflation, unemployment, role of government, and introduction to graphs commonly used in presenting economic theory. Helpful to students planning to take 1731. (GrC)
- 1295-1296. SOCIAL SCIENCE: ECONOMIC PERSPECTIVES**
Designed to acquaint students with economic mode of thought, develop a few basic economic principles that students can apply to understanding their economic milieu, and provide historical context enabling students to evaluate and criticize this milieu. Basic general economic concepts of change, specialization, trade, and money. (GrC)
- 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.** (5 cr)
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.** (4 cr)
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 follows developmental and historical line: from Spain's Law of the Indies, through French and British colonial legislation, to U.S. federal and state law, and culminating in consideration of civil and personal rights of Indian citizen in the 1970s. (GrC)

Course Descriptions

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)
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)
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.** (3-5 cr)
Seminar dealing with cultural, social, and political issues concerning American Indian communities. Group discussions and readings. (GrC)
1835. **ASIAN AMERICAN EXPERIENCE.** (3 cr)
Examines from an ethnic perspective the Asian experience in the United States from 1850 to the present. (GrC)
1844. **MINNESOTA PARTIES AND POLITICS.** (4 cr)
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)
3216. **DIRECTED STUDY: URBAN PROBLEMS.** (1-3 cr; prereq #3217, #)
Special projects arranged with instructor while registered in 3217. (GrC)
3217. **COMMUNITY SERVICE INTERNSHIP.** (6-12 cr; prereq #)
Upper division 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. A paper/project requires interns to explore field-related topic in depth or make research contribution to agency. (GrC)
3225. **APPLIED HISTORY: COMMUNITY PROJECT INTERNSHIP.** (Cr ar; prereq 1221, #)
Working with participating historical interest agency and faculty monitor, students engage in projects entailing community interaction, including such activities as surveying and securing community opinion, resources, and support for particular agency project. (GrC)
3226. **APPLIED HISTORY: ADMINISTRATIVE STUDY INTERNSHIP.** (Cr ar; prereq 1221, #)
Working with participating historical interest agency and faculty monitor, students engage in projects aimed at gaining broad or detailed understanding of activities and administration of agency. (GrC)
3227. **APPLIED HISTORY: RESEARCH AND EVALUATION INTERNSHIP.** (Cr ar; prereq 1221, #)
Working with participating historical interest agency and faculty monitor, students engage in research and evaluation related to specific agency projects dealing with reconstruction, interpretation, or publication. (GrC)
3232. **THE GROWTH OF AMERICAN INDUSTRIAL TECHNOLOGY.** (5 cr, §1232; offered when 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)
3235. **POVERTY LAW.** (5 cr; prereq 1235 or #...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. St. Cloud, Stillwater, and Shakopee. 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 program, Medicare program, Medicaid program, 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. **THE WORLD: 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)
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 1970s. (GrC)
3292. **GEOGRAPHIC PERSPECTIVES OF URBAN PROBLEMS IN THE TWIN CITIES METROPOLITAN AREA.** (5 cr)
Focus on Twin Cities metropolitan area, particularly the two central cities. Historical development perceived within context of physical environment. Efforts to centralize decision making and current problems. Selected communities included. (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)
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)
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, etc. Focus may be on single topic of considerable general concern currently. (GrC)

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 human experiences such as those 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 LIMITS AND CRISES

Emphasis is on historical perspective on factors leading to present energy crisis. Course content deals not only with scientific-technological development, but also with social thought as well as ethical, economic, and political action that have influenced past decisions regarding energy development, energy use, and environmental consequences. Topics include what energy is, the forms in which it exists, and how it is transformed from one kind to another.

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

ENERGY RISKS AND DECISIONS

Consideration of future action needed to insure that we have the energy necessary to meet our long-term needs. Course content includes economic, technological, political, scientific, and ethical issues that influence use of energy reserves, development of alternative energy sources, effective 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.

3924. ENERGY RISKS AND DECISIONS: HUMANITIES. (3 cr; prereq ¶3925, ¶3926) (GrD)
3925. ENERGY RISKS AND DECISIONS: SOCIAL SCIENCE. (3 cr; prereq ¶3924, ¶3926) (GrC)
3926. ENERGY RISKS AND DECISIONS: NATURAL SCIENCE. (3 cr; prereq ¶3924, ¶3925) (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 #)
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. (4 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 airman's information manual. Prepares student for FAA written examination.

Course Descriptions

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)
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)
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)
Aeronautical knowledge and instructional techniques necessary to teach instrument pilots. Prepares student for FAA written examination.
3014. **FLIGHT INSTRUCTOR, INSTRUMENT, FLIGHT.** (2 cr)
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)
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)
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)
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)
Aspects of instrument flying and multiengine operation with emphasis on emergency procedures. Requires 1,500 hours of previous flight experience.

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.
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.
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).

Human Services Generalist

1620. **INTRODUCTION TO THE HUMAN SERVICES.** (3 cr)
Historical background of the human services. Exposure to human services training offered in General College. Investigation of whether a human services occupation would be suitable for the student. (GrC)
1627. **HUMAN SERVICES GENERALIST: PRACTICUM AND SEMINAR.** (3 cr; prereq HSG student)
Practicum provides initial experience in the field for student who has minimal experience. Weekly seminar and onsite visits to a variety of human services facilities.
3612. **MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr; prereq #)
For description, see Psychology and Family Studies section.
3614. **PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (4 cr; prereq #)
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.
3624. **HUMAN SERVICES WORKER—CHANGE AGENT I: INTRODUCTION.** (4 cr)
Key change-agent functional roles—advocate, broker, outreach worker, and community organizer.
3625. **HUMAN SERVICES WORKER—CHANGE AGENT II: EFFECTING CHANGE.** (4 cr)
Organizational development and how to effect change.
3636. **ADOLESCENT DEVELOPMENT.** (5 cr; prereq 1281, #)
For description, see Psychology and Family Studies section.
3641. **INTERVIEWING FOR HUMAN SERVICES GENERALISTS.** (5 cr; prereq HSG student, #)
Interactive processes of interview and roles of participants in dyad, variety of communication patterns in interview context, and how interviewer affects others (and others affect interviewer) in goal-directed dyadic interaction. Students develop interviewing skills through actual and simulated situations. (GrC)

Course Descriptions

3642. **SEMINAR: SMALL-GROUP FACILITATION.** (3 cr; prereq HSG student, #)
Significant elements of small-group development and improvement of skills in small-group situations. (GrC)
3643. **SEMINAR: INDIVIDUAL HELPING SKILLS.** (3 cr; prereq HSG student, #)
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, #)
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)
- 3645-3646-3647. **FIELD EXPERIENCE AND SEMINAR.** (Cr. var; prereq HSG student, #)
Experience with problems of mental health, mental retardation, and related areas such as corrections. Students expected to clarify identity as helping persons, to increase self-understanding, and to acquire skills in reaching out to people in need of help. Students responsible for discovering their niche in field of mental health as trained human services generalists. Weekly seminar. (GrC)
3645. **FIELD EXPERIENCE: APPLICATION OF GENERALIST PRINCIPLES**
3646. **FIELD EXPERIENCE: THE TEAM APPROACH IN HUMAN SERVICES**
3647. **FIELD EXPERIENCE: THE DYNAMICS OF HUMAN SERVICES AGENCIES**
3734. **CONSUMERISM IN HUMAN SERVICES.** (4 cr; offered through CEE only)
For description, see Psychology and Family Studies section.

Legal Assistant

1235. **UNITED STATES: LAW IN SOCIETY.** (5 cr)
For description, see Social Sciences section.
1534. **PRACTICAL LAW.** (5 cr)
For description, see Business and Legal Studies section.
1580. **AN INTRODUCTION TO PARALEGAL CAREERS.** (1 cr; prereq #)
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.
3235. **POVERTY LAW.** (5 cr; prereq 1235 or #...1212 recommended)
For description, see Social Sciences section.
3345. **MORALITY AND THE LAW.** (4 cr)
For description, see Philosophy, Literature, Humanities section.
3581. **LEGAL STUDIES: BUSINESS ORGANIZATIONS.** (4 cr; prereq 1235, 1534, 1540, paralegal student or #)
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 with emphasis on drafting and mapping legal descriptions of land and on drafting 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, posttrial 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, treaties, and other sources.
3587. **LEGAL STUDIES: INTERNSHIP.** (Cr ar; prereq paralegal student; 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 when 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.
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, #; S-N only)
3732. **CONSUMER TRANSACTIONS AND THE LAW.** (4 cr; prereq 1534...1731 recommended)
For description, see Business and Legal Studies section.

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 #1551 or 1552 or #1552 or 1553 or #1553)
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 #)
Classes and work experience designed to help students refine sales skills prior to entering careers in professional sales.

Individualized Credit Opportunities

xxx9. INDIVIDUAL STUDY

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)

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 Division of Counseling and Student Development required for registration.

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

For description, see 1791.



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

IV. FACULTY AND STAFF

Division of Arts, Communication, and Philosophy

Candido P. Zanoni, Associate Professor and Head

Professor

Fred M. Amram
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Evelyn U. Hansen
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Assistant Professor

Del Adamson
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Sandra M. Flake
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Jill B. Gidmark
Gail A. Koch
Robert E. Yahnke

Instructor

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Division of Science, Business, and Mathematics

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Ivan M. Policoff

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Joyce Grahn
Peter Kahn
Patrick A. Kroll
Douglas F. Robertson
Richard Urthe

Instructor

Joan Garfield

Division of Social and Behavioral Sciences

Fredric R. Steinhauser, Professor and Head

Professor

Henry Borow
Forrest J. Harris
William L. Hathaway
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Norman W. Moen

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M. Barbara Killen
Sander M. Latts
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Thomas Brothen
Daniel Detzner
David Foat
David L. Jones
Gail A. Thoen
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Instructor

Nathan Smith

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Professor and Counselor

G. Gordon Kingsley

Instructor and Counselor

Gloria Wood

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Tiffany Patterson
Antonio Perez
William Smith
Beverly J. Stewart
Barbara TwoBears
Carol White

Attorney

Thomas Casey

Welfare Advocate

Diane Wartchow

Upward Bound Project

Bruce Schelske, Acting Coordinator

Community Program Associate

Sharyn A. Schelske

Community Program Specialist

Linda Chin

Community Program Assistant

Anita Macias

Educational Therapy Coordinator

Mark Schelske

University Day Community Project

Andrew Nelson, Coordinator

Account 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

Cooperative Education

Patrick A. Kröll, Coordinator

Marketing

Joyce L. Grahm, Coordinator

Human Services Generalist

David Foat, Coordinator



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.

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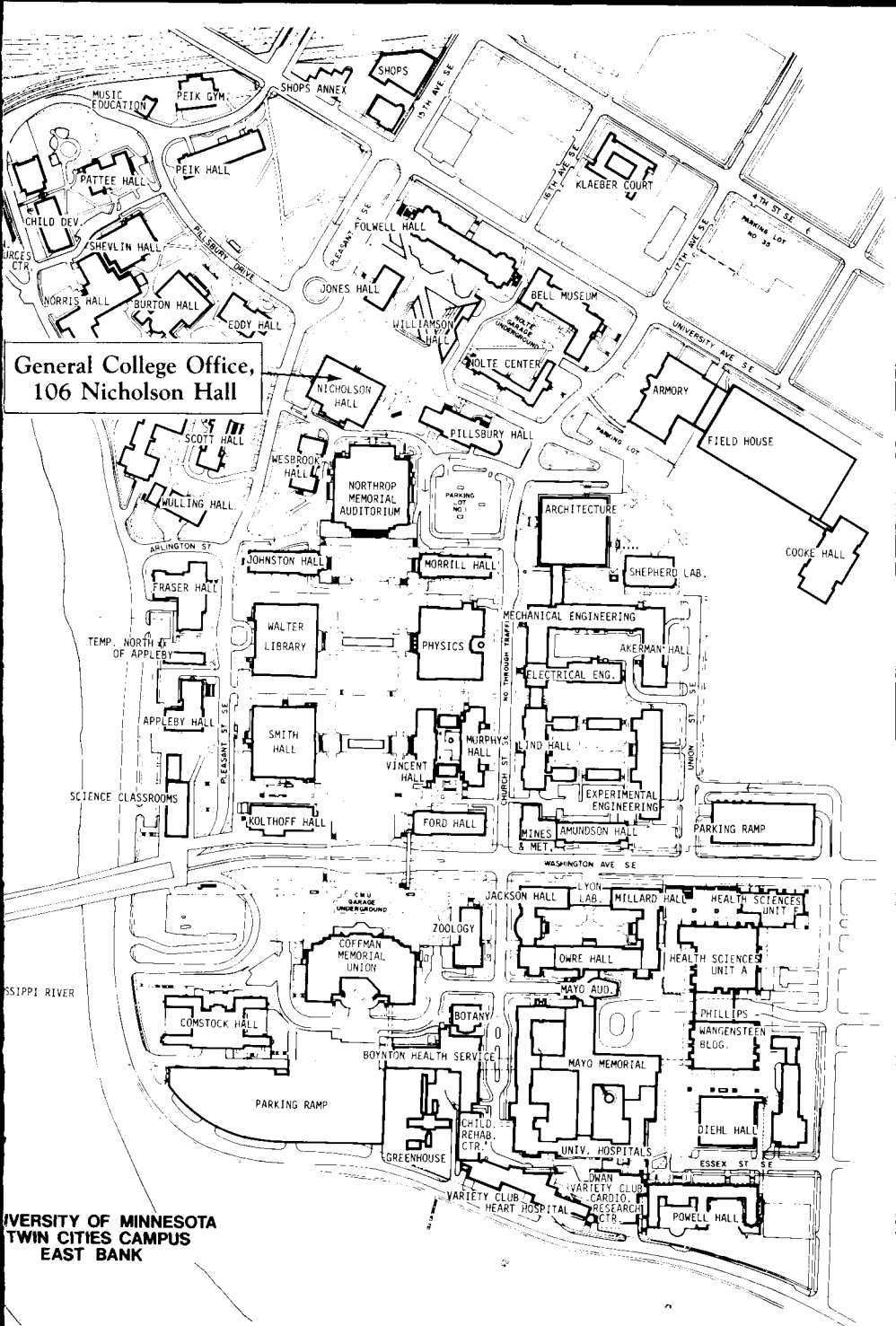
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A college counselor uses biofeedback techniques to evaluate a student in the stress management program.



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



General College Office,
106 Nicholson Hall

UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS
EAST BANK

