



UNIVERSITY  
OF MINNESOTA  
BULLETIN 1973-75

General College

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# General College

UNIVERSITY OF MINNESOTA

## How to Use This Bulletin

*Section I: General Information*—Reviews the historical development of the General College and its present mission and goals, includes a brief description of the curriculum and student services, and gives a detailed explanation of college procedures: The College; Missions and Goals; A Personal Curriculum; Student Personnel Services; The Comprehensive Testing Program; and College Procedures.

*Section II: Curriculum and Programs*—Contains the specific requirements for all degree and certificate programs offered by the General College: Baccalaureate Programs; Associate in Arts Program; Transfer to Other Colleges or Institutions; General Education Curriculum; Area Distribution Course List; Occupational Programs; General College Internship Program; and Upward Bound and Youth Community Program.

*Section III: Description of Courses*—Contains descriptions of most of the courses offered currently in the General College. Of course, not all courses in the General College curriculum are scheduled every term (see quarterly *Class Schedules*). Other courses not listed in this bulletin may be added to the curriculum from time to time. Descriptions of such courses may be found on the Registration Center bulletin board during each registration period. NOTE: Students should use "GC" as the departmental abbreviation when listing General College courses on University registration forms.

*Section IV: Faculty Index*

### Course Numbering System

- 1000 to 1999 Open to all students.  
3000 to 3999 Open to juniors, seniors. Sophomores with C+ average or consent of instructor may also register for these courses.  
5000 to 5999 Open to graduate students who are interested in the General College Teaching/Counseling Internship Program.

*Numbers with special meaning:*

- xxx9 Individual study  
xxx8 Special topics  
xxx7 Laboratory, internship, or work experience

### Symbols and Abbreviations

- § Means that credit will not be granted if the equivalent course listed after the section mark has been taken for credit.  
¶ Means that students must register concurrently in the course described and in the course or courses listed after the symbol.  
# Means that students must obtain consent of the instructor in order to register for the course.  
cr Abbreviation for "credit" or "credits."  
prereq Abbreviation for "prerequisite."

# General College

## I. GENERAL INFORMATION

**Use of This Bulletin**—This bulletin has been prepared to acquaint students with the programs and activities of the General College and to help them as they plan programs. Section I of the bulletin contains information about the development of the college, its basic programs, and the general requirements and procedures followed for admission, registration, and graduation. In Section II, each of the programs of the college is described in detail. Section III contains descriptions of all courses offered in the college at both undergraduate and graduate levels. An index to departments and faculty members follows Section III.

The bulletin can be of great help in program planning. Because new programs and courses are constantly being developed and requirements changed, the bulletin cannot be the only device used for planning. Students should consult frequently with their advisers or members of the Student Personnel Division in 10 Nicholson Hall. Useful also are the *General Information Bulletin* and the bulletins of other colleges, particularly the College of Liberal Arts, the Institute of Technology, and the College of Education.

**Human Rights Policy**—The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origin. This is a guiding policy in the admission of students in all colleges and in their academic pursuits. It is also to be a governing principle in University-owned and University-approved housing, in food services, student unions, extracurricular activities, and all other student and staff services. This policy must also be adhered to in the employment of students either by the University or by outsiders through the University and in the employment of faculty and civil service staff.



### The College

**On the Frontiers of Higher Education, 1974**—The tensions prevailing upon many campuses from one end of the country to the other during the last half of the 1960's led directly to an unprecedented reassessment of American colleges and universities in all their works and ways. Aroused by protests, strikes, and violence, a number of sponsors—among them the American Council on Education, the Carnegie Corporation, the American Academy of Arts and Sciences, and the President of the United States—appointed consultants, committees, task groups, and commissions to investigate the condition of post-high school education and to indicate desirable directions for future development. Completed reports have been appearing, one after another, during the past 3 years. Taken together, they constitute an admirable map of higher education in the United States today.

Where is the University of Minnesota's General College situated on this map?

The reports bristle with recommendations for change. Although the investigators assembled under a variety of auspices and adopted differing modes of operation, their findings share extensive areas of agreement. These include, for example, recommendations calling for easier access to higher education, programs sufficiently diverse and flexible to meet the needs of a pluralistic society, renewed attention to general education, innovations in occupational education, and improved teaching in college classrooms.

In these vitally important matters, the reports frequently recommend for the 1970's and 1980's paths of development that the General College has been traveling for some time—40 years, in certain instances. In fact, contemporary national surveys show the General College to be functioning on the most advanced frontiers of American higher education.

**Access to Colleges and Universities in the United States**—After allusions to social justice, economic welfare, personal fulfillment, guaranteed equal opportunity, and the dreams of the founding fathers, most of the reports recommend that campus gates open more widely. One of the studies calls for a structure that would give all Americans, with the capacity and desire, opportunities to undertake education beyond high school. Another urges each state to provide immediate access to its total system of higher education, though not necessarily to all of its components. Some authorities argue that certain kinds of persons should attend certain kinds of schools.

A degree of ambiguity is attached to admission recommendations which invoke patriotic and democratic principles while couching operating phrases cautiously—for example, in terms of native capacity, appropriate forms, and doors opening to some (but not to all) institutions.

In contrast, General College admission policies always have been clear and precise. Since 1932, its doors have been open to any Minnesotan who is a high school graduate, and, in special circumstances, to some who are not. This means that citizens of the state (and, by special reciprocal agreements, residents of adjacent regions of Wisconsin) can enter the General College and use its programs to advance within the University of Minnesota as far as motivation, classroom performance, ability, and personal circumstances permit.

**General College Mission**—Without the opportunity the General College offers, many Minnesotans would not venture into the field of higher education. Their talents, consequently, would to some extent be wasted, and part of the state's most valuable resource would therefore be wasted. The mission of the General College is to assist in the conservation of Minnesota's human resources.

**Variety and Flexibility in General College Programs**—According to the 1970 census of the United States, there is an untapped reservoir of potential students

waiting to be served by vigorous and creative college faculties. The reservoir contains people the General College has known for 42 years: the poor, minorities, women, those who think they lack ability to do college work, those who missed one chance at college and seek another, those who once found college uncongenial or unpromising but who want to try it again, and those who want to cap with degrees—perhaps in unconventional fields—education obtained in such alternatives to traditional systems as the armed forces; proprietary schools; training programs maintained by business, industry, or the civil service; or paraprofessional experience in health, welfare, recreation, corrections, or law enforcement agencies.

In several of the higher education surveys, and on many other campuses, persons in these categories are referred to as the "new students" of the 1970's and 1980's. Their faces long have been familiar to the General College faculty. To them, the college offers courses of study ranging from certificate programs through the associate in arts to baccalaureate degrees. In this respect, the college meets another of the contemporary recommendations for new directions in college education.

An admonition found in many of the national surveys is that American higher education must gain variety and flexibility to accommodate successfully the many differing groups of persons it must serve if it is to play a major role in all aspects of life in the United States. The President's Task Force, for example, said:

The traditional 4-year undergraduate program, a synonym for higher education in the minds of many Americans, does not define an adequate system of higher education today, and should not necessarily be the standard educational experience for all Americans. Rather, in a changing society appropriately moving toward wider post-high school educational opportunities, we must create a system which offers a wide variety of options to the individual.<sup>1</sup>

The report of the Assembly on University Goals and Governance contains this statement:

Significant learning experience gained outside the college or university should be welcomed. Whether the instruction be formal or informal, in a ghetto or in a foreign university, evidence of accomplishment should be quickly recognized. The university has no interest in keeping back students who have had equivalent educational experience elsewhere and who can demonstrate this.<sup>2</sup>

And the Carnegie Commission recommends that opportunities be created for people to reenter higher education throughout their active careers and that students be allowed to interrupt or postpone college for national service, travel, or full-time work.

A significant number of colleges and universities have embarked upon ventures intended to incorporate some of these suggested changes. Student-designed curricula, interdisciplinary courses, independent study, and learning contracts are conspicuous elements of these ventures. New degrees also are being awarded. Cornell College in Iowa offers a bachelor of special studies. The Universities of Michigan and Iowa offer the bachelor of general studies, and the College of Liberal Arts of the University of Minnesota has procedures enabling students to earn a bachelor of elected studies.

General College joins this procession of academic pioneers by reason of its baccalaureate programs—the bachelor of general studies and the bachelor of applied studies.

<sup>1</sup>"President's Task Force on Higher Education Report," printed in the *Chronicle of Higher Education*, 5:4:4 (October 19, 1970).

<sup>2</sup>*Chronicle of Higher Education*, 5:15:4 ff. (January 18, 1971)

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The faculty has agreed that programs culminating in one or the other of these degrees must be flexible, varied, and as free as possible from academic ritual and rigidities. These programs are individually designed. They incorporate General College courses and classes taken elsewhere in the University or on other campuses. They can include individual study, field projects, internships, and special-topics seminars. In November 1970, the faculty approved the policy of awarding blanket credit toward General College degrees to students who complete programs in approved public or private vocational-technical institutes. This policy was ratified by the Board of Regents. Thus, the faculty affirms its belief that teaching and learning do not have to be regarded as taking place primarily during 45-minute periods scheduled at the same hour three, four, or five times a week—but seldom on Saturday, never on Sunday, and always on campus.

General College baccalaureate degrees are described in detail elsewhere in this bulletin. Moreover, the highly individualized nature of the programs leading to these degrees makes generalizations difficult. It has been possible here only to hint at their relevance to the changing times—the flexibility, diversity, community involvement, and commitment to lifetime learning which are their outstanding characteristics. Each degree plan becomes a blueprint for combining academic units with alternative systems of learning, correlating the theoretical with the applied, and capitalizing upon Minnesota's rich resources in public and private postsecondary education.

**General Education in the General College**—As the name of the college implies, general education is the core of the General College program. The general education portion of the college curriculum is composed of courses which, like those comprising the liberal arts, can be classified into the broad categories of science, social studies, and the humanities.

But general education courses are broad in scope rather than specialized. They focus on major concepts, general principles, relations in and among fields of knowledge, and practical applications as well as knowledge of facts. In the General College they include classes in personal orientation, vocational planning, and family living. Here, the objectives of general education emphasize personal goals: self-understanding, individual competence, values, and purpose.

A student may use the general education program as a means of testing personal as well as educational objectives. He may use it as a foundation for advanced study, or he may combine general and occupational education in various ways.

Some of the groups which have been evaluating courses of study available in American colleges call for strengthening general education programs. Some established courses are criticized as lacking focus, failing to inculcate values, and displaying the rigidity and irrelevance of the curricula they are intended to replace. The reports call for more imaginative interdisciplinary courses which interpret man's modern political, economic, social, and ecological predicament in a context which takes account of human psychic and spiritual needs.

The faculty of the General College is responding to such suggestions in several different ways. It has, for example, established groups of courses focused upon a social group or a single topic, such as American Indian studies, Afro-American studies, Minnesota studies, Latin American culture, Scandinavian culture, and contemporary race relations. Values are stressed in a 2-quarter, 20-credit interdisciplinary course called *Toward a Good Life*. A 16-credit course, *Environmental Problems*, offers an interdisciplinary, team-taught approach to ecological studies.

In addition, the faculty continually monitors its general education program, both encouraging growth and evaluating effectiveness. Experiments are facilitated by sprinkling Special Topics courses generously throughout the curriculum. A



standing committee passes upon proposals for new classes, evaluates them while they are being taught for the first three times, and makes recommendations to the faculty about continuing, terminating, or modifying them. Student opinion is regularly and widely sought by means of evaluation questionnaires. Finally, as explained elsewhere in this bulletin, the faculty for the most part does not require students to follow set patterns of studies. The General College curriculum is a free-choice curriculum, which means that students may elect subjects on the basis of their personal interests, requirements, and desires.

By these means, the faculty labors to maintain a general education program which is contemporary, vigorous, and helpful to those who enroll in its courses.

**Occupational Education in the General College**—The surveys of American higher education published in the past 2 or 3 years reflect the centrality of occupational education in the thinking and aspirations of college students, and raise some issues relating to established programs. After pointing out that colleges and universities deserve a large share of the credit for providing the skill and leadership the United States has needed for its dynamic growth, the Carnegie Commission goes on to question whether or not they provide the kind of trained personnel the nation needs *today*: are they graduating too many teachers, for example, and too few health workers?

Occupational education has developed slowly in the General College. Student interest in career education and the desire to help meet community manpower needs fostered interest in this aspect of the curriculum, but the cost of specialized and rapidly outmoded equipment has been a deterrent to program development. In recent years the faculty found a way out of the impasse by turning to available but long ignored educational resources.

The Carnegie Commission described General College thinking when it pointed to the possibility that

... much of higher education available in the future will be carried on externally to that available on the nation's traditional campuses. We in higher education often ignore the fact that considerable post secondary education is available in some 7,000 private and public trade and vocational schools, and in hundreds of apprenticeship programs, adult public schools and correspondence schools that are now regarded as part of the nation's higher education system. The Carnegie Commission has already urged that these institutions be taken into consideration in future planning of higher education facilities at state and local levels.<sup>3</sup>

The General College faculty beat the commission to the punch, for it recognizes not only the physical existence of these institutions but their curricula as well.

This is not the place to outline in detail all of the considerations leading the faculty to adopt the policy of granting blanket credit toward General College degrees to students who complete programs in community colleges or in vocational-technical institutes. The effect of the policy is to shorten the time needed to complete requirements for university degrees for men and women with training and experience in a wide variety of fields. In addition, the list of occupational education sequences described elsewhere in this bulletin demonstrates how effectively campus courses and off-campus instruction can combine to produce practical and mutually beneficial results.

The college anticipates that the list of career options will grow as the University's professional schools become more involved in the national trend toward paraprofessional education and as students themselves continue to request freedom to design special courses of study in occupational fields.

<sup>3</sup>Clark Kerr, "Higher Education in the United States in 1980 and 2000 from the Perspective of the Carnegie Commission." Address at the 27th National Conference on Higher Education sponsored by the National Association for Higher Education at Chicago in March 1972.

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**Improved Teaching in College Classrooms**—In the face of student complaint and mounting evidence of the ineffectiveness of much of the teaching on their campuses, many American colleges and universities are just now beginning to create centers for the improvement of instruction, to appoint deans to engineer better teaching, and to use student evaluations of classroom performance not only as aids to individual faculty members but for such administrative considerations as promotion and tenure decisions.

The General College approaches this subject in a different way. It believes that effective teaching begins with a knowledge of the skills and abilities of the students. Hence, the college includes an evaluation phase in the orientation program and uses an integrative testing program as the qualitative requirement for the associate in arts degree. Aware of the abilities of the college's incoming students and the achievements of its graduates, the faculty is better able to teach effectively. But the college does not stop with evaluating the students. Training of staff members is a continuous activity. Under the auspices of the General College Teaching Internship Program, junior and senior faculty members participate together in many activities designed to improve teaching. Junior faculty members may, in fact, receive graduate credit for such activities.

The devotion of the General College to teaching excellence is recognized each spring when the University of Minnesota confers upon its outstanding undergraduate teachers the Horace T. Morse award, named after the late dean of the General College.

**Community Programs**—For almost 40 years the General College has helped the University of Minnesota react constructively to changing social needs. When the college was founded, the nation was in the depths of the Great Depression. The crisis of the 1930's led people to ask colleges and universities for answers to economic problems and access to means of improving their lot. Those who came to the University of Minnesota during these hard years were not turned away.

When the men who had fought in World War II descended upon America's campuses in order to take advantage of the G.I. Bill, the General College aided the University in absorbing the flood. Minnesota neither denied nor postponed admission to any veteran capable of profiting to any degree from work in its courses of study. General College enrollment figures document these assertions:

| <i>Depression Years</i> | <i>Post-World War II Years</i> |
|-------------------------|--------------------------------|
| 1932—436                | 1943— 301                      |
| 1940—980                | 1944— 548                      |
|                         | 1945— 815                      |
|                         | 1946—1,956                     |

And in the 1960's the existence of the General College was one of the factors which enabled the University to respond to demands that higher education in Minnesota be readily available to formerly bypassed populations and that courses of study place direct emphasis upon preparing students for life in the final quarter of the 20th century. The General College faculty does not seek to serve only those students following disciplinary or subject-matter tracks; it also seeks to serve citizens of the community according to their situation and their needs.

In maintaining its long-standing tradition of encouraging and assisting members of many diverse groups to pursue higher education, the General College has pioneered in establishing new modes of collegiate experience. It is the home of such projects as New Careers, Work Incentive Program, Newgate, Career Opportunity, Upward Bound, Careers in Urban Planning, and the Martin Luther King Scholarship Program. It operates the HELP Center, where special counseling attention is given to students in these programs. It maintains language and mathematics skills centers for students with special needs. When necessary, it adds to its

curriculum courses directed to special student interests which demonstrate the University's understanding of, and concern for, the diversity of society's educational needs.

As society's view of higher education changes, the General College's response is to adjust its policies and procedures to cope with the new realities. Thus, when it became widely recognized that there existed a large clientele of potential students eager for nontraditional programs, the college began to implement programs in cooperation with the University of Minnesota Continuing Education and Extension division. (For details of joint programs now being developed by the General College and CEE, see the current bulletins of Continuing Education and Extension and the Department of Independent Study.)

Its rich and varied experience with generations of students whose educational needs were not being met in conventional courses of study has enabled the General College faculty to respond quickly and effectively to opportunities for service. In turn, experience gained in these special programs provides new insights to a faculty now engaged in the task of constructing courses of study appropriate for the undergraduate student body of the latter half of the 1970's and of the 1980's.

## **Missions and Goals**

**Missions**—In the light of the foregoing explication of the General College and its educational philosophy, 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 General College are

- to make the University of Minnesota accessible to the broadest possible spectrum of Minnesotans seeking undergraduate education.
- to offer flexible, current, free-choice, individually planned courses of interdisciplinary or general studies, including certificate and associate in arts programs, but emphasizing baccalaureate programs.
- to provide career programs which emphasize a heavy proportion of general studies, which may include paraprofessional training in various schools and institutes of the University, which capitalize upon educational experiences gained in other institutions—public, private, and proprietary—and which extend through certificates to baccalaureate degrees.
- to respond to community needs by offering classes from the college's standard curriculum, by designing new courses appropriate to the requesting group, by providing individual help through skills centers, and by including educational and vocational advising services for citizens of the state at locations convenient to the participants.
- 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 graduates and undergraduates intending to become college teachers, and by cooperating with other Minnesota educational institutions in originating, developing, and evaluating innovative instructional programs.

**Goals**—Given the educational missions it has assumed or has been assigned, the General College strives to

- maintain admission policies and provide supportive services which 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.

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- reach out into the community to serve people who hope that higher education might help them cope with conditions and deficiencies which hinder progress in life.
- maintain teaching as the central activity in the professional lives of its faculty, with experimentation, research, and writing directed toward the task of keeping student and societal requirements under continuous study and devising curriculum and teaching techniques to meet these requirements.
- provide courses of study and model programs which have the effect of helping persons who engage in them to deal constructively with such personal concerns and acquire such personal attributes as health, citizenship, vocational preparation, sense of social justice, love and homemaking, aesthetic appreciation, speculative and creative powers, and ideals and values.
- prepare its students for change and be ready to change itself in response to social pressure, increasing knowledge, improved technology, or individual need.
- engage in continuous evaluation of all its members, works, and ways.
- remain dedicated to improvement of the quality of life for all, by means of teaching and courses of study aimed at developing the competence, with commitment, of present and future generations.

## A Personal Curriculum

With the exception of a few specific courses required in particular occupational education programs and subject to the liberal education criteria for all-University baccalaureate degrees, the General College does not require its students to follow set patterns of courses. It is, rather, committed to a free-choice curriculum, which means that a student may select his studies on the basis of his own interests and his own personal educational expectations.

Every student is encouraged to explore new subjects and unfamiliar fields. In consultation with a faculty adviser, he may use this freedom to range broadly over the curriculum as a means of testing educational goals or as a foundation for advanced study. He may desire to try his ability to succeed in an occupation, or he may want to fill gaps in his general educational background. The General College Comprehensive Testing Program assesses his preparation for college work, helps him select courses in the light of his own needs, and regulates award of the associate in arts degree and possible continuation into programs of study extending beyond the sophomore year. The satisfactory-no credit (S-N) grading system helps ensure that a student will not be penalized for attempting the new or the unknown.

**Individual Opportunities**—The General College curriculum is intended to be relevant and flexible. An examination of the summary table of courses in Section II reveals frequent provision for Individual Study courses in various fields (see course numbers having 9 as the final digit). In addition to the many areas in which individual study is available, there are a number of ways in which such study may be undertaken. Students who have shown unusual interest and ability in a particular course can work independently on a topic or a problem in a manner more comprehensive than would ordinarily be possible. Some students may undertake a study in which greater direction is provided by an instructor than is characteristic of independent study. Others may have special needs and interests in areas not covered by courses in the curriculum.

Groups of students and one or more faculty members wishing to follow a course of study which is not part of the established curriculum may organize a Special Topics class for which credit can be given (see course numbers having 8 as the final digit). In addition, work experience and off-campus instruction can in

some cases be assigned credits which can be added to those acquired through formal classwork and which can be applied to the total number required for a degree offered by General College. In some cases, it is also possible for students to earn credits by examination, without any formal classroom work.

**Interdisciplinary Programs**—As a means of maintaining continued relevance in its course offerings, General College curriculum development procedures are deliberately flexible, and curriculum innovation is intentionally encouraged. One result of such a free atmosphere of experimentation is the opportunity that two or more faculty members have to offer frequent “package courses,” combinations of two or more subjects (e.g., composition and literature), often team taught by specialists in related subject-matter disciplines. Such package courses are admittedly experimental; some of them may be offered once or twice and then dropped or replaced by another experimental combination. On occasion, however, some package offerings prove their worth and become established in the curriculum as Coordinated Studies courses (e.g., Contemporary Race Relations). By enrolling in a package course or in a coordinated studies combination during a given quarter, a student is able to integrate his learning by concentrating on one general subject-matter area from two or more points of view. Students enrolled in package and coordinated studies courses earn the same academic credits as students taking course offerings listed in the established curriculum.

**Experience in College Governance**—Since, from the General College’s student-oriented point of view, any new experience is regarded as potentially a part of the learner’s general education, the college provides its students with ample opportunity to participate in the life of the college in nonacademic areas, such as by joining any of the various college committees. Students may, for instance, participate in college governance by contributing to the deliberations of such standing committees as the General College Student Association, the Faculty Curriculum Committee, or other faculty and dean’s committees. Likewise, students may also become members of various college task forces. In recognition of the educational value of student effort in committee work, college regulations allow for the granting of regular academic credit for a specified number of hours of committee participation by students.

The purpose of these liberal arrangements is to make college education a personal enterprise. The flexible curriculum of the General College can help all students reach their educational objectives, whatever they may be. The outline of the structure of the curriculum in Section II is intended to provide an overview of the college’s resources. For detailed descriptions of each course, see Section III.

## **Student Personnel Services**

Student personnel services in the General College include all those activities and resources which are not directly related to a particular course or class activity but which help to maximize the student’s personal development and academic progress. Dedication to the doctrine of individual differences and to the principle of democratic access to higher education inevitably leads the General College to assign a central role to these services. The vehicles for these services are the Student Personnel Office, the HELP (Higher Education for Low-Income Persons) Center, and the college’s skills centers.

## General Information



**Counseling**—Counselors in the college are concerned with two major areas of student needs: (1) the needs associated with immediate problems or difficulties of an academic, personal, financial, or legal nature and (2) the broader needs related to self-understanding: personal development; social awareness; education, occupational, and life goals. General College counselors are concerned when a student does not appear to be making academic progress, and they can, in many instances, aid the student in assessing and overcoming his difficulty. They can also assist students with their immediate educational, personal, or family problems. Much of this "crisis" counseling is unnecessary, however, 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, General College counselors organize various 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, leadership skills, and communication or study skills. Students may elect to participate in any of these group experiences.

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

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

The confidential nature of the counseling interview is taken very seriously by General College counselors. It is considered the student's right to expect the counselor to hold in confidence all those details of an interview which were not previously "public information," unless the student has granted permission for

their release. The transfer of counseling information to a parent, another agency, or another institution is possible only with the consent of the student, with one possible exception: an emergency situation in which the counselor considers the information crucial to the well-being of the individual and/or of society. Whenever any information is used for research purposes, the student is never identified by name.

When a counselor and a student agree that specialized assistance is needed, the student may be referred to one or more of the all-University services, such as the University Health Service, the Speech and Hearing Clinic, or the Office of Student Financial Aid.

**Advising**—Advising students is one of the integral functions of every General College faculty member. Teaching loads in the college reflect the belief that serving as an adviser is part 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.

Advising begins during the orientation period. It continues as each student is assigned a faculty adviser during his first quarter in the college. The student's adviser is available for information and suggestions. He attempts to help each of his advisees to recognize his own needs, to formulate constructive and feasible academic plans, and to make his own decisions in the light of these plans. The adviser-advisee relationship is particularly important in a college having a free-choice curriculum. The student should find in his adviser one means of establishing a personal relationship with a University faculty member.

**College Orientation**—The University sponsors a 2-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, take the General College Comprehensive Examination which is used in 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.

**Job Placement**—Assisting a student in finding appropriate employment upon termination of his college career, whether or not the termination is temporary or permanent, is considered an essential function of Student Personnel Services. The rapidly increasing number of occupational education programs in the college and the ever-increasing complexity of the job market place greater emphasis on the need for this specialized activity. Career counseling and job placement are available to all General College students, whether they attend college for only 1 quarter or whether they remain in residence long enough to earn a degree.

General College students seeking part-time employment on campus while still in residence may also avail themselves of the services of the all-University Student Placement Office.

**Skills Centers**—The General College Reading and Writing Skills Center offers General College students two kinds of services. One function is to provide a staff of tutors to students who encounter communication skills problems in their college course work. The student's problem may concern writing a paper, reading a text, or filling out a form. He may want to improve his vocabulary or spelling, or he may wish to learn how to take lecture notes or how to do library research. Whatever his study problem, he can obtain personal assistance simply by dropping in at the skills center during his free time any weekday.



The second function of the skills center is to offer two communication skills courses for credit: GC 1405, Fundamentals of Usage and Style, 3 credits; and GC 1409, Individual Study, 1 or 2 credits. Neither course has a fixed schedule of classes; students enrolled choose their own time to do the course work. The aim of the skills center is to provide students with the help they need when they need it.

The General College also operates a Mathematics Skills Center for students enrolled in the college's mathematics courses.





## The Comprehensive Testing Program

The Comprehensive Testing Program is important to the General College, since the test results relate directly to the fundamental purpose and basic design of the entire General 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, the humanities, and the world of work. There are three main purposes of the Comprehensive Testing Program:

1. **Diagnostic**—To help the student identify his strengths and weaknesses. Entering students take the diagnostic tests which are part of the Comprehensive Testing Program during the freshmen orientation period or during their first quarter in the college. Test results are useful to the student and his adviser in planning an appropriate course 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., American College Testing), provide information the faculty can use in evaluating the General College curriculum.

3. **Integrative**—To measure a student's assimilation and integration of learning. The integrative aspect of the testing program centers on the interrelationships that exist among the disciplines and is designed to measure the extent to which each student has taken advantage of the opportunity to broaden his perspective, strengthen his weaknesses, and approach the objectives of general education.

### Composition of Present Testing Program

#### Entrance Test

##### Communications Phase

Reading comprehension  
Organizational ability  
Mathematics fundamentals  
Algebra

##### Descriptive Phase

Tests  
Questionnaires  
Rating schedules  
Other activities that vary from time to time

#### Degree Test

##### Communications Phase

Reading comprehension  
Organizational ability  
Quantitative ability  
Inferential ability

##### Integrative Phase

Man and nature  
Man and society  
Man and the arts

## College Procedures

**Admission**—After many years of maintaining open admission, the General College has recently instituted a selective, dual admission policy governing applicants for some programs. All prospective students intending to enter one of the General College programs must make application to the University, specifying "General College" on the application blank. 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 occupational programs are admitted on the basis of a recommendation from the program coordinator. More information, in-

## General Information

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cluding a personal interview, may be required. Consult the General College Student Personnel office for further details.

Admission to one of the baccalaureate programs requires an additional application and is explained in more detail in the baccalaureate program portion of Section II. All prospective baccalaureate students, including currently enrolled General College students, must complete this application.

**Registration**—Entering freshmen and students transferring to the General College from colleges outside the University register for their initial General College program of study during the orientation period described in Section I of this bulletin. Students transferring from one of the colleges of the University of Minnesota receive registration instructions during the admission interview. Each student confers with his assigned faculty adviser when he registers for succeeding quarters.

**Adding Courses**—During the first week of classes each quarter, a student may add a course (or courses) to his program—if the course is open—with the written approval of his adviser. After the first week of classes, a student may add a course to his program only with the written permission of both his adviser and the instructor of the course; final approval must be obtained from the Office of the Dean. In certain cases a student may enter a closed course during the first week of classes, but only with the written permission of the instructor of the course and of the student's adviser. Students should select their courses carefully at registration time and not plan to add courses after the beginning of the quarter.

**Canceling Courses**—Students may cancel courses without penalty at any time during the first 6 weeks of the quarter. Written permission from the student's adviser is required for canceling a course. After the sixth week of the quarter, a student may cancel a course and receive a W (withdrawal) if his work is satisfactory as of the date of cancellation. A student who cancels or otherwise leaves a class and does not qualify for a W shall receive an N (no credit). *Merely dropping out of a class does not constitute official cancellation.* Cancel-add forms are available to students in the General College Registration Center. Since the above regulations are subject to change, students should consult their advisers to make sure they know the current procedures.

**Individual Opportunities**—After consulting with his adviser or other faculty members, a student may register for Individual Study (courses identified by numbers with 9 as the final digit), for credit by examination, or for credit for college committee work. In order to register in any of these three areas, the student should complete an application form and have it approved by a faculty monitor and by a representative of the Student Scholastic Standing Committee. Questions on the application form 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?

**Special Programs, Courses, and Topics**—Each quarter a variety of special class offerings is available to selected groups of General College students. Such special classes may be listed in the quarterly *Class Schedule* as Special Topics (courses identified by numbers with 8 as the final digit), or they may be combinations of existing courses requiring concurrent registration. Announcement of special programs, courses, and topics is made quarterly in Registration Center bulletins (posted on the Registration Center bulletin board), on the registration bulletin board outside the General College office, and in the printed registration information sheets distributed to students and faculty during every quarterly registration period. In order to avail themselves of opportunities for enrolling in special classes,

students should study the informative material about special programs, courses, and topics before they register each quarter.

**Credit for Work Experience**—The General College grants work experience credits in two ways. Some occupational programs, for instance, require registration in courses which may be titled *On-the-Job Training* or *Directed Work Experience*. Individual contracts between an instructor and the student relating to the goals, duties, and evaluation methods of such work-experience courses are expected at the time of registration. Often a student has had work experience which he considers valuable to his education and for which he wishes to receive credit, just as other students receive credit for classes taken. The General College considers such requests when the student provides a description of each job and states how the experience contributed to his knowledge, skills, and attitudes; how his employer benefited from the employment; and how the experience relates to his future educational and career plans. A college committee evaluates the work experience and determines the appropriate number of credits the student receives. Students may use up to 15 work-experience credits toward the A.A. or B.G.S. degrees and up to 30 credits toward the B.A.S. degree.

**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 courses not available in the General College. A combination program is useful to the student who hopes to transfer to another college because it gives him and the college he hopes to enter an opportunity to discover how well he can perform in his proposed field.

A student may request permission from his adviser to register for a combination program only after he has completed at least 1 quarter's work in the General College, and only if his grades for the preceding quarter are satisfactory. When a student first registers for a combination program he should take only one course outside of the General College. In subsequent quarters, as much as one-half of his 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.

**Grades**—Two grading systems are currently in use in the General College. These systems are the S-N (satisfactory-no credit) system and the A-N system with numeric grade points. The student indicates at the time of registration the basis on which he wishes to be graded for each course. He may change his registration from A-N to S-N or vice versa during the first 2 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.

A student may not take any course on the S-N system during his first quarter in residence. After the first term, there are no restrictions on the number of courses per quarter a student may take on the S-N basis. A student may apply a maximum of 23 credits of S, including combination course credits of S, toward the associate in arts degree and a maximum of 45 credits of S toward a General College baccalaureate degree.

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 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 numerics and the letter grades are related as follows:

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| 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.

**Incomplete Work**—An I (incomplete) is given when a student has made prior arrangements with an instructor because of special circumstances, or when an instructor assigns an I giving the student the option of completing the course. In cases in which the instructor's judgment is that the work cannot be made up, an N grade is assigned. An incomplete which has not been made up before the end of the next quarter in residence will be changed to N. Students are encouraged to avoid accumulating 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 I symbol on a student's record is an indication of a lack of academic progress.

**Unsatisfactory Academic Progress**—Each General College student's academic achievement and progress toward a degree is reviewed at the end of each quarter by General College counselors in an effort to identify those students who are having academic difficulty. Incompletes or only one or two passing grades in a full load are indications of a lack of academic progress and a forecast of difficulty for the student in future quarters. In such cases a student may want to discuss his grades and study habits with a counselor. A student who has several incompletes or N grades for 2 quarters may have a "hold" placed on his record. A hold student may not reregister until he has conferred with a counselor. When both the counselor and the student agree that the hold should be removed, the student may register for another quarter. The purpose of such a review procedure is not to penalize the student, but rather to encourage him to work with a counselor in an effort to improve his academic performance. In many cases a counselor can help the student overcome his academic difficulties. If the student's academic progress continues to be unsuccessful, he is dropped by the college. Drop action is taken only after the student has been provided with ample opportunities to deal with his academic difficulties and to explore alternatives to his continuing in the General College.

**Committee on Student Scholastic Standing**—The Committee on Student Scholastic Standing is composed of administrators, counselors, and instructors. Its main function is to consider cases or situations in which existing rules do not or should not apply to individual students. A student may, upon advice of his adviser or of a counselor, submit a request to the committee in the form of a petition. Petition forms are available in the Registration Center.

**Student Responsibility for Notices**—Personal communications from the college to an individual student are sent directly to his local mailing address. 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 of the Minnesota *Daily* and are posted on the official college bulletin boards in Nicholson Hall. Students are held responsible for the information in all official notices as well as for the information contained in this bulletin, which should be kept available for easy reference.

**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 average is almost, but not quite, high enough to qualify him for transfer to another college. Such students 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 1 quarter at a time. Occasionally the adult special classification is given to individuals who have graduated from other colleges and who wish to register for courses through the General College. Students seeking adult special status should see a counselor during the first 3 weeks of the final quarter of their regular registration status.





## II. CURRICULUM 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 to 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 General College 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.

### Baccalaureate Programs

**Two Baccalaureate Degrees**—The bachelor of general studies (B.G.S.) and the bachelor of applied studies (B.A.S.) are 4-year degrees offered by the General College. While both degrees require completion of some similar types of courses, the ratio of credits necessary to satisfy the categories is quite different.

**Admission**—Both baccalaureate degree programs are open to persons holding the associate in arts degree or its equivalent. Students who are in the process of completing such a program may apply for entry to a baccalaureate program and be accepted pending completion of their associate degree or the equivalent. The procedure requires the applicant to submit a separate application form to the General College baccalaureate Admissions Committee in addition to the usual admission form to the University of Minnesota (see the *General Information Bulletin*). In his application the student is asked to specify both his educational and career objectives, relate his past educational and work experiences to these objectives, and indicate how the General College offers him a chance to fulfill the objectives. The application is reviewed by the Admissions Committee. If the applicant's objectives are realistic for both the student and the college, the student is admitted; if not, the student is invited to discuss his proposal with an adviser or counselor as a means of assisting him to make an alternative choice of program or to clarify or revise his proposal.

**Graduation Requirements**—The separate colleges of the University of Minnesota have agreed that baccalaureate degrees should require several courses in each of the following areas:

- A. Physical and Biological Sciences
- B. Man and Society
- C. Artistic Expression
- D. Communication, Language, or Symbolic Systems

Even though the General College attempts to place as few restrictions upon students as possible, the faculty does subscribe to the requirement of a general/liberal education. The minimum number of credits required to fulfill the all-University liberal education criteria is given below; the courses a student may choose in each area are listed later in this section. While the numbers below refer to credits, students are encouraged to discuss with their advisers the various alternatives to formal classes as the means of earning credits to meet the requirements.

## Curriculum and Programs

| Area                                      | B.G.S.          | B.A.S.          |
|---|-----------------|-----------------|
|   | General Studies | Applied Studies |
| Physical and Biological Sciences          | 20              | 8               |
| Man and Society                           | 20              | 8               |
| Artistic Expression                       | 20              | 8               |
| Additional credits in above three areas   | —               | 12              |
| Communication, Language, Symbolic Systems | 20              | 9               |

In addition to these requirements, a student must demonstrate the ability to write effectively. A minimum accepted demonstration of this ability is 8 credits earned in writing courses.

The second major graduation requirement relates to the student's concentration. A student must develop an interrelated, defensible combination of courses and learning experiences which total 36 credits for the B.G.S. and 60 credits for the B.A.S. In consultation with the student's adviser, the student must demonstrate proficiency in the concentration and share the experiences with students and faculty at a public meeting. Perhaps the best way to explain the concepts of "concentration" and "demonstration" is to give several examples.

Student "A," a graduate of a community college, found that his job as a community service officer in a public safety department demanded a great deal of public contact. He felt that he needed more general education and more experience learning about communicating with people. Student "A," therefore, is designing a General College program combining courses in communications, psychology, sociology, and minority studies as his concentration. He will demonstrate his proficiency with a log of his on-the-job activities and a report relating these activities to the courses and other experiences he has had in the General College.

Student "B" has had several years of work experience as an X-ray technologist in a hospital and has recently been promoted to a supervisory position. But Student "B" now feels her education is only half complete and that she needs to broaden her technical training with study of the social and behavioral sciences and the humanities. Beginning with her technical training and work experience as the equivalent of 60 credits, Student "B" designed a B.G.S. program. Her concentration will include several general education courses; her demonstration of proficiency will be the development and testing of an in-service training program for new employees at the hospital in which she works. A unique feature of the in-service program is that it will include a "humanizing" component which, she feels, most employees need but do not receive in their training.

Student "C" was completing his second year in the General College. While he had an unusual interest in history, he did not want to be a history major. After several discussions with faculty members about his interests and abilities, Student "C" decided to try to prepare himself to work with the restoration, preservation, and displaying of historical sites. Student "C" developed a B.A.S. program including courses in history, anthropology, geography, recreation and park administration, American studies, library methods, geology, ecology, and biology. As his demonstration of proficiency, he plans to research a historical site as an intern with a county or state historical society.

Student "D" completed the associate in arts degree. While employed at a local golf course, Student "D" began thinking of a career in golf course management. As the first step in reaching his goal, he enrolled in a landscape horticulture program at an Area Technical-Vocational Institute. After finishing the certificate program, Student "D" plans to return to the General College to complete his B.A.S. with additional business courses and an internship in golf course management. The report of his internship will be the demonstration of proficiency for Student "D."

Student "E" has had extensive training and work experience as a nurse and anesthetist. A member of a minority community, Student "E" wanted to prepare herself to serve the community by establishing and operating a community health clinic. On the basis of credits the college granted her for her postsecondary training and work experience, Student "E" devised a B.A.S. program which included courses in communications, psychology, and sociology. These courses, in



combination with her prior training, formed Student "E's" concentration. Her experiences in organizing a community health clinic will form her demonstration of proficiency.

Other examples using the human services generalist or the legal administrator program as the concentration could be given. In each case, the concentration and the demonstration of proficiency is individually designed by the student and adviser.

The third graduation requirement concerns the residency requirement. All baccalaureate degree candidates must complete 45 credits at the University of Minnesota. The General College requires that 45 of the last 90 credits be earned in General College courses.

**Progress Toward Degree**—Because of the individual nature of each student's baccalaureate program, a schedule such as the one below may be misleading. Each student should consult with his adviser or a counselor periodically to make sure that he is proceeding properly. The following schedule will be of some help in foreseeing individual student progress.

|  |   |
|--|---|
| <i>Before Admission:</i>                   | During the middle of a student's second year of higher education, or 3 months before he plans to enter the General College, a prospective student should talk with a General College faculty member or counselor about the appropriateness of a General College 4-year program. If interested, the student should submit an application to the Admissions Committee. Students already enrolled in another college within the University must apply for a change of college. Students not previously admitted to the University must file an advanced standing application. Consult the <i>General Information Bulletin</i> for procedure and dates. |
| <i>First Quarter in Residence:</i>         | Student who has not earned an associate in arts degree in the General College must take the general education segment of the comprehensive testing program.   |
| <i>Second Quarter in Residence:</i>        | Student must file a preliminary program proposal. The purpose of the plan is twofold. It helps the college anticipate student needs, and it gives the college a way to measure student progress.  |
| <i>Third Quarter in Residence:</i>         | Student and adviser plan a demonstration of proficiency.  |
| <i>Quarter Before Expected Graduation:</i> | Student completes a "balance sheet" of courses taken and a demonstration of proficiency for submission to his adviser and to the Graduation Committee. Student should also make application for degree.   |
| <i>Quarter of Graduation:</i>              | Student and adviser plan and conduct the sharing of experiences with interested faculty members and students.   |

## Associate in Arts Program

For over 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 degree in the General College. Recently, with the advent of a state community college system, the General College took steps to limit the access to the associate degree program by a lottery system. If the number of applications exceeds the number of possible admissions, applicants will be selected for admission at random.

## Curriculum and Programs

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**Admission**—The associate degree program is open to all graduates of an accredited high school, 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. Students may enter directly from high school, or they may transfer into the General College from another postsecondary educational institution. Depending upon the number of credits presented for advanced standing, a transfer student may be asked to discuss his plans with a college representative before final action is taken on his application. For a complete explanation of admission procedures, consult the University's *General Information Bulletin*.

**Graduation Requirements**—In most 2-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 General College students presenting 90 passing credits and demonstrating a broad, general knowledge of the liberal arts. The second of these objectives is measured in the General College Comprehensive Testing Program.

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 2-year period, and unusual talents before recommending that the associate in arts degree be granted or withheld. In order to allow for the individual considerations, students should take the degree test at least 1 quarter before they plan to graduate. Any student who does not qualify for the degree is encouraged to see a representative of the Comprehensive Testing Program Committee before registering for his final quarter.

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

**Progress Toward Degree**—The typical 2-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 and Records, Morrill Hall. Procedures and deadlines are given in the University's *General Information Bulletin*. Application forms should be filed at least 2 months before the beginning of the quarter an applicant expects to enter.
- Orientation and Registration:** Students are introduced to the University and take selected tests required by the General College and the University in a 2-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 for winter quarter with their advisers during the advance registration period; students in residence winter quarter register for spring quarter with their advisers during the advance registration period. Advance registration periods are announced in the Official Daily Bulletin of the *Minnesota Daily* and also on General College bulletin boards in Nicholson Hall. Former students not in residence during fall but planning to register winter or spring quarter should contact the General College Registration Center for registration dates and procedures.

## Transfer to Other Colleges or Institutions

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### *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 to ask questions pertaining to graduation.

## Transfer to Other Colleges or Institutions

Many students enroll in the General College with the intention of transferring to other higher education institutions. Usually transfer is not difficult for the student who meets the academic and course distribution requirements of the college he wishes to enter. However, since these requirements are different for individual colleges and since they may change from time to time, it is to the student's advantage to discuss his transfer plans with a counselor in the Student Personnel office. Final decisions on transfer requests and transferability of courses are made by the college to which the student is applying, rather than by the General College.

Even if a student is not sure about his desire to transfer, early planning is helpful. General College counselors and advisers can provide information about specific course requirements in many colleges, about majors, and about 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 3 or more quarters in the General College. With careful planning, other students 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 in their details, as a general rule a high C average (C-7) in General College course work is necessary. In addition, a student must have taken two or three courses outside the General College, preferably in the area in which he intends to major; the grade average in these courses must be at least C. In some cases, specific courses are required. Other 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 in the University apply to one of the three colleges listed below. Some general guidelines for transfer are given for each college. A student should obtain a bulletin of the college he wishes to enter 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 at least 36 transferable credits completed before a transfer application is considered. These credits must include two or more CLA courses in which a C average (2.00) or higher was earned. To provide the student with some experience in the methods of the particular program he intends to enter, at least one of the CLA courses completed should be in his 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 pattern of skills will suggest how much General College course work is advisable for him prior to transfer.

**College of Business Administration**—The College of Business Administration offers Upper Division and graduate programs only. Thus, a student who wishes to transfer to the College of Business Administration must have satisfactorily completed (or be in the final quarter of completing) approximately 80 or more credits in appropriate course work before applying for transfer. While most prebusiness

## Curriculum and Programs

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students transfer to the College of Liberal Arts first, it is possible to enter the College of Business Administration directly from the General College if all the pre-business requirements are fulfilled. Students are strongly encouraged to discuss plans for a business administration major with a counselor or adviser since several General College courses are counted as equivalent to some of the prebusiness requirements. In some instances, General College course work in a given area may be advisable as a 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 if he is to be a serious candidate for admission. Since each program in the College of Education has its own distinct admission requirements, prospective transfer students are urged to meet with a General College counselor as early as possible to explore the various alternatives.

**Other Colleges**—Specific information about transfer to other colleges in the University of Minnesota can be obtained from a counselor in the Student Personnel 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 distribution requirements of the various colleges.

**Transfer Procedures**—A student working toward transfer to another college in the University should make his plans early in his college career. Although procedures and requirements frequently change, up-to-date information can be obtained from General College advisers and counselors. A student wishing to transfer within the University should make an appointment for an interview with a General College counselor at the time he wishes to 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. A Request for Change of College Within the University form and specific information about deadlines are available from the General College Student Personnel office or from the University Office of Admissions and Records.

**Transfer to Colleges Outside the University**—Many General College students are interested in continuing their educations at higher education institutions which have programs not available at the University or which have programs 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 4-year colleges.

## General Education Curriculum

In the General College, general education courses provide the base for all programs. Taking courses in general education should give a student some knowl-

edge of the natural world; of man's behavior and social organization; of man's achievement in the arts, literature, and philosophy; of the means man has found to communicate with his fellow men; and of the ways he has attempted to synthesize and organize his knowledge and experience.

Granted the authority to confer baccalaureate degrees by the Board of Regents, the college faculty has 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; there may also be other 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 below). A 3000-level integrated course recently introduced, for example, is *Toward a Good Life*, a 2-quarter, 20-credit package course. The components of the course include the natural sciences, the social sciences, and the humanities as they impinge upon man's pursuit of a good life. Methods employed in the course include lectures, discussions, and individual study projects.

**Man and Nature**—The courses listed in this section, although differing among themselves in specific objectives, have common purposes: to provide the student with knowledge of the biological and physical sciences, to increase his understanding of our physical environment, and to enhance his appreciation of the role of science in modern life. In the Science in Context grouping, principles from various disciplines are examined in the light of their relationships to major problems currently facing society. In the Biological Science grouping, emphasis is placed on the human organism—its relationship to the whole living world and its functioning in sickness and in health. The courses in the separate physical sciences stress fundamental principles, procedures, applications, and relationships. Special laboratory courses give the student opportunities to explore techniques and their uses in problem solving.

- 1111. Science in Context: Weather and Climate
- 1112. Science in Context: Man and His Environment
- 1113. Science in Context: Conservation and Utilization of Natural Resources
- 1116. Science in Context: Aling and Vinting
- 1118. Science in Context: Special Topics
- 1119. Science in Context: Individual Study
- 1131. Biological Science: Principles
- 1132. Biological Science: The Human Body
- 1133. Nature Study
- 1137. Biological Science: Laboratory
- 1138. Biological Science: Special Topics
- 1139. Biological Science: Individual Study
- 1161. Physical Science: Astronomy—Solar System
- 1162. Physical Science: Stellar Astronomy
- 1163. Physical Science: Principles of Physics
- 1166. Physical Science: Principles of Chemistry
- 1171. Earth Science: Geology
- 1172. Earth Science: Historical Geology
- 1173. The National Parks and Their Resources
- 1177. Earth Science: Laboratory
- 1178. Physical Science: Special Topics
- 1179. Physical Science: Individual Study
- 3114. Personal Environmental Health

## Curriculum and Programs

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### 3115. Evolution and Modern Man

**Man and Society**—General College social science courses are intended to help students become thoughtful, informed, and responsible citizens prepared to involve themselves in society's social, economic, and political problems. All the social science courses listed below, regardless of title, deliberately cross subject-matter lines and utilize knowledge from more than one of the social science disciplines. An effort is made in each course to acquaint students with the scope and methods of the social sciences and to apply them to the issues of the day.

- 1211. Man in Society: Development of Human Societies
- 1212. Man in Society: Urban Problems
- 1217. Man in Society: Community Service
- 1218. Man in Society: Special Topics
- 1219. Man in Society: Individual Study
- 1221. Minnesota: History
- 1226. Minnesota: School and Community
- 1227. Minnesota: Community Problems
- 1228. Minnesota: Special Topics
- 1229. Minnesota: Individual Study
- 1231. United States: Growth of National Power
- 1232. United States: Growth of Technology
- 1233. United States: Problems of Government
- 1234. United States: American Educational Systems
- 1235. United States: Law in Society
- 1236. United States: Crime and Delinquency
- 1238. United States: Special Topics
- 1239. United States: Individual Study
- 1241. Historical Biography: Lincoln and the Civil War
- 1242. Historical Biography: America in the Gilded Age
- 1243. Historical Biography: World War II and Cold War Personalities
- 1248. Historical Biography: Special Topics
- 1249. Historical Biography: Individual Study
- 1251. The World: Historical Aspects
- 1252. The World: International Relations
- 1258. The World: Special Topics
- 1259. The World: Individual Study
- 1261. Current History
- 1271. Regional Studies: The Far East
- 1272. Regional Studies: Latin America
- 1273. Regional Studies: Africa
- 1278. Regional Studies: Special Topics
- 1279. Regional Studies: Individual Study
- 1281. Psychology in Modern Society
- 1282. Fields of Applied Psychology
- 1283. Social Science: Psychology of Human Development
- 1285. Social Science: Cultural Anthropology
- 1288. Behavioral Science: Special Topics
- 1289. Behavioral Science: Individual Study
- 1291. Social Science: The World Today—Geography at Home and Abroad
- 1295. Social Science: Economic Perspectives—General View

- 1298. Social Science: Special Topics
- 1299. Social Science: Individual Study
- 3217. Urban Affairs: Internship
- 3232. Growth of American Industrial Technology
- 3243. History Through Biography: World War II and the Cold War
- 3292. Social Science: Urban Problems—Geographic Perspectives

**Humanities**—General College courses in the arts, music, philosophy, literature, and language are designed to enlarge the student's understanding of the human experience, to help him gain insight into himself and his personal relationships, and to make him more aware of the world in which he lives. Through his study of the humanities, the student can enhance his appreciation of painting, sculpture, music, architecture, and the art of the camera. He also may become a more appreciative and discriminating reader. Above all, he will be introduced in these courses to some of the great riches of our own culture and of other cultures.

- 1311. Art: General Arts
- 1312. Art: Art Today I
- 1313. Art: Art Today II
- 1318. Art: Special Topics
- 1319. Art: Individual Study
- 1331. Music: Instrumental Music and Its Traditions
- 1333. Music: Vocal Music and Its Traditions
- 1338. Music: Special Topics
- 1339. Music: Individual Study
- 1351. Philosophy: Functions and Problems
- 1355. Philosophy: Problems of Ethics
- 1357. Philosophy: Man's Religious Beliefs
- 1358. Philosophy: Special Topics
- 1359. Philosophy: Individual Study
- 1361. Literature: World Literature—Man's Personal Experience
- 1362. Literature: World Literature—Man's Social Experience
- 1365. Literature: Ideals and Values of the United States
- 1366. Literature: Images of Women in Literature
- 1367. Literature: Contemporary Books and Periodicals
- 1371. Literature: Reading Short Stories
- 1374. Literature: Theatre—Film and Drama
- 1378. Literature: Special Topics
- 1379. Literature: Individual Study
- 1381. Radio and Television Today
- 1382. Scandinavian Culture
- 1383. Latin American Culture
- 1384. Living Myths of Greece and Rome
- 1385. French Culture
- 1391. Creativity and Creative Personalities
- 1398. Humanities: Special Topics
- 1399. Humanities: Individual Study
- 3335. Music of the 20th Century
- 3352. Philosophy Through Literature
- 3354. Philosophy, Science, and Religion
- 3355. Applied Moral Philosophy

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3356. Education and Philosophy

3374. Film and Society

**Communication Systems**—The common denominator in this group of courses is communication: recording and reporting of ideas, feelings, reflections, experiences, or observations, by means of language, symbols, art, music, or the camera. The courses differ in that some of them concentrate upon developing such skills as computing, writing, speaking, and logical thinking; others aim at increasing the student's awareness of practical problems and his understanding of the means of creative solutions to them in the various systems of communication; and still others offer the student opportunities to combine skills and understandings in various modes of self-expression.

1401. Communication Skills: Vocabulary Development

1402. Communication Skills: Reading, Comprehension, and Study Skills

1405. Communication Skills: Fundamentals of Usage and Style

1408. Communication Skills: Special Topics

1409. Communication Skills: Individual Study

1411. Grammar Through Writing: Usage and Style

1412. Grammar Through Writing: Writing

1413. Integrated Communication I: Writing

1414. Integrated Communication I: Speech

1415. Integrated Communication II: Writing

1416. Integrated Communication II: Speech

1421. Writing Laboratory: Personal Writing

1422. Writing Laboratory: Communicating in Society

1428. Writing: Special Topics

1429. Writing: Individual Study

1431. Fundamental College Mathematics Program

1442. Functions and Problems of Logic

1443. Topics in Modern Mathematics

1445. Mathematics: Intermediate Algebra

1448. Mathematics: Special Topics

1449. Mathematics: Individual Study

1452. Applied Mathematics

1454. Statistics

1458. Mathematical Applications: Special Topics

1459. Mathematical Applications: Individual Study

1461. Oral Communication: Basic Principles

1463. Oral Communication: Dynamics of the Public Speech

1464. Oral Communication: Group Process and Discussion

1465. Oral Communication: Interpersonal Communication

1468. Oral Communication: Special Topics

1469. Oral Communication: Individual Study

1471. Creativity: Creative Problem Solving—Innovation Techniques

1474. Creativity: Camera in Communication

1481. Creativity: Art Laboratory—Experiences in the Media

1483. Creativity: Music Laboratory—Materials of Music

1484. Creativity: Writing Laboratory—Individual Writing

1488. Creativity: Special Topics

1489. Creativity: Individual Study



- 3393. Personal Projects in Art and Music
- 3423. Writing the Research or Survey Report
- 3463. Black Dialogue: Past and Present
- 3464. Communication in Organizations
- 3466. Dynamics of Transracial Communication
- 3472. Creative Speech Activities

**Man and His Work**—Common to all the courses in this group is a concern for the way people perceive their vocations and avocations. Since its inception, the General College has committed itself to the view that integration of general education and occupational education must not be left to chance and that the world of work and man's use of leisure time are subjects worthy of study together.

- 1501. Man and His Work
- 1508. Man and His Work: Special Topics
- 1509. Man and His Work: Individual Study
- 1511. Introduction to Modern Business
- 1513. Principles of Small Business Operations
- 1533. Financial Mathematics: Procedures and Applications
- 1534. Practical Law
- 1535. Introduction to Data Processing
- 1536. Introduction to Commercial Art
- 1537. Salesmanship
- 1538. General Business: Special Topics
- 1539. General Business: Individual Study
- 1540-1541. Accounting Fundamentals
- 1542-1543. Accounting Fundamentals
- 1544. Beginning Typewriting
- 1545. Intermediate Typewriting
- 1548. Business Skills: Special Topics
- 1549. Business Skills: Individual Study
- 1551. Marketing: Introduction
- 1552. Marketing: Sales Promotion
- 1553. Marketing: Principles of Management
- 1557. Marketing: Supervised Work Experience
- 1572. Introduction to Block Diagramming and Programming
- 1631. Social Worker Aide: The Helping Process in the Social Services
- 1637. Social Worker Aide: Supervised Work Experience
- 1641. Teacher Aide: Educational Methods for Teacher Aides
- 1647. Teacher Aide: Supervised Work Experience
- 1658. Supervised On-the-Job Training
- 1671. Leisure Today
- 3503. Careers in Fine Arts
- 3531. Writing for Business and the Professions
- 3581. Legal Studies: Business Organization
- 3582. Legal Studies: Real Estate
- 3583. Legal Studies: Estate Planning and Administration
- 3584. Legal Studies: Litigation and Trial Practice
- 3585. Legal Studies: Income Taxation
- 3586. Legal Studies: Legal Research
- 3587. Legal Studies: Internship

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- 3588. Legal Studies: Special Topics
- 3589. Legal Studies: Individual Study
- 3602. Applied Supervision
- 3605. Interviewing
- 3612. Mental Health: Principles and Practices
- 3614. Psychological Intervention Techniques
- 3615. The Rehabilitation Process
- 3616. Crafts for Special Groups
- 3621. Counseling and Work Regarding Community Resources
- 3622-3623. Human Services Seminar: Individual Group Skills Development
- 3627. Field Experience and Seminar

**Personal Life**—As society becomes more complex, the need for clearer understanding of one's own behavior and of one's relationships with others becomes more urgent. The courses listed below seek to assist students to meet some of the personal problems they encounter as learners, as members of a family, and as individuals seeking a rational and balanced personal and social philosophy.

- 1701. Individual Adjustment
- 1721. Home Life: Marriage and Family Living
- 1722. Home Life: Parent-Child Relationships
- 1723. Home Life: Behavior Problems of Children
- 1731. Home Life: Consumer Problems
- 1733. Home Life: Female-Male Roles
- 1735. Home Life: Home Environment
- 1738. Home Life: Special Topics
- 1739. Home Life: Individual Study

**Coordinated Studies**—Courses listed here are grouped together on the basis of their common focus. While each may approach the subject from a different perspective, each of them relates to a specific topic or a specific area of concern. Some courses listed below are offered singly in a particular quarter, while others are scheduled together and students enroll in them as a package.

### *American Indian Studies*

- 1811. Indian People in Minnesota History
- 1812. American Indian Literature
- 1813. Indian People in Contemporary Minnesota

### *Afro-American Studies*

- 1815. The Afro-American Experience
- 1816. Afro-American Literature
- 1817. Minnesota Blacks in Contemporary Society

### *Contemporary Race Relations*

- 1822. Contemporary Race Relations: Literature
- 1823. Contemporary Race Relations: Writing
- 1824. Contemporary Race Relations: Speech
- 1825. Contemporary Race Relations: Social Science

### *Environmental Problems*

- 1921. Environmental Problems: Natural Science
- 1922. Environmental Problems: Social Science
- 1923. Environmental Problems: Writing
- 1924. Environmental Problems: Humanities

*Toward a Good Life*

- 3821. Toward a Good Life I
- 3822. Toward a Good Life II

*Minnesota Studies*

- 3841. Minnesota Resources
- 3842. Readings in Minnesota History
- 3843. Readings in Minnesota Indian History
- 3844. Minnesota Parties and Politics
- 3845. Minnesota Biography
- 3846. Minnesota Arts and Letters
- 3847. Contemporary Minnesota
- 3848. Minnesota: Special Topics
- 3849. Minnesota: Individual Study

## Area Distribution Course List

**Liberal Education Classification of Courses**—Students may use the following classification to assist them in choosing courses to meet the general/liberal education requirement for all General College programs.

*Physical and/or Biological Science*

- 1111, 1112, 1113, 1116, 1118, 1119, 1131, 1132, 1133, 1137, 1138, 1139, 1161, 1162, 1163, 1166, 1171, 1172, 1173, 1177, 1178, 1179, 1921, 3114, 3115, 3821,<sup>1</sup> 3822,<sup>1</sup> 3841<sup>1</sup>

*Man and Society*

- 1211, 1212, 1217, 1218, 1219, 1221, 1226, 1227, 1228, 1229, 1231, 1232, 1233, 1234, 1235, 1236, 1238, 1239, 1241, 1242, 1243, 1248, 1249, 1251, 1252, 1258, 1259, 1261, 1271, 1272, 1273, 1278, 1279, 1281, 1282, 1283, 1285, 1288, 1289, 1291, 1295, 1298, 1299, 1351, 1355, 1357,<sup>1</sup> 1358, 1359, 1501, 1508, 1509, 1511, 1534, 1631, 1641, 1671, 1701, 1721, 1722, 1723, 1731, 1733, 1735, 1738, 1739, 1811, 1813, 1815, 1817, 1825, 1922, 3217, 3232, 3243, 3292, 3352,<sup>1</sup> 3354,<sup>1</sup> 3355, 3356, 3821,<sup>1</sup> 3822,<sup>1</sup> 3841,<sup>1</sup> 3842, 3843, 3844, 3845, 3847

*Artistic Expression*

- 1311, 1312, 1313, 1318, 1319, 1331, 1333, 1338, 1339, 1357,<sup>1</sup> 1361, 1362, 1365, 1366, 1367, 1371, 1374, 1378, 1379, 1381, 1382, 1383, 1384, 1385, 1391, 1398, 1399, 1481, 1483, 1488,<sup>1</sup> 1489,<sup>1</sup> 1536, 1812, 1816, 1822, 1924, 3335, 3352,<sup>1</sup> 3354,<sup>1</sup> 3374, 3393, 3503, 3616, 3821,<sup>1</sup> 3822,<sup>1</sup> 3846

*Communication, Language, or Symbolic Systems*

- 1401, 1402, 1405, 1408, 1409, 1411, 1414, 1416, 1431, 1442, 1443, 1445, 1448, 1449, 1452, 1454, 1458, 1459, 1461, 1463, 1464, 1465, 1468, 1469, 1471, 1474, 1488,<sup>1</sup> 1489,<sup>1</sup> 1533, 1535, 1540, 1541, 1542, 1543, 1572, 1824, 3463, 3464, 3466, 3472, 3602, 3605, 3821,<sup>1</sup> 3822<sup>1</sup>

*Writing*

- 1412, 1413, 1415, 1421, 1422, 1428, 1429, 1484, 1823, 1923, 3423, 3531

<sup>1</sup>Courses listed in two or more categories may be used in only one category. Exceptions to this rule include integrated courses like 3821, 3822.

## Occupational Programs

A rapidly changing society is demanding that increasing numbers of Americans continue their educations after they enter the labor force, and employers in both the public and private sectors of the economy are assuming broader responsibility for promoting continuing education and training of their employees.

Behavioral scientists and learning specialists have reported that an individual broadly trained in communication skills, in problem-solving strategies, and in techniques of inquiry and discovery can apply his skills successfully to new work experiences. In brief, the aim of much of education is to learn how to learn. In a dynamic economy, with its shifting duties and expectations, the value of such learning for vocational readiness and advancement is quite clear. Change in the world of work offers new opportunities to individuals with broad educational background in addition to technical skills. Narrow technical training prepares for today's jobs but may not equip the graduate for changes in job content or level of responsibility in the world of tomorrow.

Employers are recognizing the importance of broadly based post-high school education as a qualification for successful occupational experience. Many firms are asking for some college education as a prerequisite for entrance into positions which previously demanded only a high school diploma. Many federal and state civil service positions specify a minimum of 2 years of college as one condition of employability.

The General College is committed to an instrumental approach to the preparation of its students for occupational life. While some of its courses have fairly clear vocational application, most are not specifically vocational in nature. They deal, rather, with broader skills and principles which may be drawn upon and adapted in a variety of ways to 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 judicious selection of General College courses in combination with certain courses in other colleges of the University, a student may prepare for work in many occupational areas for which baccalaureate professional schools have not been established at the University of Minnesota.

Many of the college's courses which do have specific application to occupational life grew out of the expressed needs and interests of the students themselves. Examples are courses in principles of small business operations, retailing and sales, and accounting fundamentals. Usually, any student is eligible to enroll in any of these courses. Sometimes, however, a student with a definable vocational objective in mind will take such work as part of a larger occupational course of study. Some occupational sequences offered by the General College are outlined and explained below. These vocational sequences consist of groupings of courses already available in this or other colleges of the University, plus practical courses which bind each sequence together to provide a pattern of occupational training.

It should be clearly understood that in vocational sequences the General College provides training for various types and levels of employment. The specialized training is integrated with the broad, college-level general education described above.

**Dental Assisting**—The General College and the University of Minnesota School of Dentistry jointly sponsor a 2-year program of training leading to certification and registration in dental assisting and to the associate in arts degree. The program meets the education requirements for certification by the American Dental

Assistants Association and also the educational requirements for registration by the Minnesota State Dental Association. Community surveys reveal that successful graduates of the University of Minnesota dental assisting program are in great demand among practicing dentists.

The 2-year program combines General College courses, School of Dentistry courses, and supervised practical experience in the University of Minnesota dental clinics. All students in the program are required to take the prescribed dental assisting courses in sequence. Since starting dates for each sequence may vary, prospective students should inquire at the Dental Assisting office, School of Dentistry, before applying for admission. Each application must be approved by the admissions committee of the program. Complete details, including course descriptions, may be found in the *School of Dentistry Bulletin*.

General College subjects include biology, chemistry, oral communication, psychology, typing, and writing.

Dental school courses include Oral Anatomy and Laboratory Procedures, Biomaterials and Laboratory Procedures, Chairside Assisting, Microbiology, Oral Pathology, Prosthetics, Dental Therapeutics, Dental Radiography, Expanded Duties, Office Management.

Experience includes assisting all dental procedures in the clinics of the School of Dentistry, including rotation through specialty clinics such as Oral Surgery, Periodontics, Pedodontics, Endodontics, as well as all phases of general dentistry.

**Recreation for Special Groups**—The General College and the Department of Leisure Education/Recreation and Park Administration in the School of Physical Education and Recreation of the University of Minnesota College of Education, jointly sponsor a 2-year certificate program designed to prepare recreation workers to direct recreation services for special populations in community agencies and health-care settings. Students may study recreation services for the mentally ill and retarded, the physically disabled and visually impaired, racial minorities and the economically deprived, the aged, alcoholics and drug addicts, youthful and adult offenders, and others. The course of study combines field experience with general education and recreation courses.

Interested students should consult the General College Office of Student Personnel Services or the coordinator of the Recreation for Special Groups program, Department of Leisure Education, for further information and application forms. Each application must be approved by the coordinator of the program.

General College courses should include writing, oral communication, biological science, psychology, and social science. Students should consult with the program adviser about the appropriate distribution of these courses.

Recreation theory courses (12 credits) include Leisure Today, Recreation for Special Groups, Observation of Recreation Services for Special Groups, and Recreation Programming for Special Groups.

Applied courses include recreation skills courses (15 credits) and fieldwork (15 credits).

**Legal Paraprofessional Education**—The legal profession is becoming increasingly aware of the need for well-qualified personnel to assist attorneys in numerous aspects of law practice. This awareness has prompted an interest in the development of appropriate collegiate programs for beginning and in-service legal education. Positions for trained legal paraprofessionals can range from legal secretary, through the legal assistant, who is highly qualified to assist the lawyer in specific areas of law, to the legal administrator responsible for law office management and personnel supervision.

With the support, guidance, and cooperation of various committees representing the legal profession, the General College is developing a multilevel pro-

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gram for the formal education of people for such positions. Essentially the program has the following 3000-level design:

|     |                         |             |
|-----|-------------------------|-------------|
| I   | The Legal Secretary     | 45 credits  |
| II  | The Legal Assistant     | 90 credits  |
| III | The Legal Administrator | 180 credits |

The program is open-ended to allow the student to progress to the level appropriate to his individual interests and abilities. Each successive level builds from the others, thus permitting an open career path but with intermediate points at which education already completed has definite market value. However, those students who are clearly candidates for either the 90-credit or the 180-credit program will omit some of the content specifically designed for legal secretaries.

Beginning fall 1974, the General College will no longer offer the legal secretary portion of the Legal Paraprofessional program on campus. However, other schools in the Twin Cities area will continue to provide training leading to legal secretary certification. The General College will continue to maintain the 90-credit and 180-credit portions of the program, which include legal speciality courses, internships in law offices or legal agencies, and general education course work. In the case of the 180-credit baccalaureate program, additional emphasis will be placed on management-oriented courses. Prospective students interested in any of the parts of the Legal Paraprofessional program should consult counselors in the General College Student Personnel office.

**Marketing**—The overall field of marketing encompasses aspects of retail and wholesale trade, manufacturing, banking and finance, transportation and storage, advertising, real estate, and insurance. The General College Marketing program represents a concentration within the broad area of business. Career opportunities are equally varied. They include, for example, employment possibilities in sales, middle management, small business operations, credit management, advertising, store management and inventory control. Entry positions are available at all levels.

The General College occupational education program in marketing combines general education and technical courses with a coordinated internship in a Twin Cities business establishment. Technical instruction in general marketing and retail store operation is offered in a 15-credit sophomore-year sequence. Classwork involves lectures and laboratory sessions devoted to demonstrations, reports, discussions, and field experiences. Work experience is required. The student enrolled in the program must be employed in a suitable marketing position in which on-the-job training is given and in which the coordinator is able to work closely with the employer. 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.

Because the technical courses and the internship are planned for the sophomore year, it is important that planning begin early in the freshman year. Interested students should discuss the 2-year Marketing program with the coordinator of the program or with a representative of the Student Personnel office.

Students enrolled in the program are eligible for membership in the Sales and Marketing Club, an organization of former students established for the purposes of acquainting students with persons established in the field and of keeping the General College Marketing program abreast of current developments.

Suggested general education courses include psychology, communication, ethics, mathematics, and statistics. More technical courses include business problems, practical law, and economics. Required courses include Marketing: Retailing and Sales; Marketing: Sales Promotion; Marketing: Problems of Management; and Marketing: Internship.

**Radiologic Technology**—The General College and the University of Minnesota Hospitals School of Radiologic Technology jointly sponsor a program of training leading to certification and registration in radiologic technology and an associate in arts degree. The program meets the educational requirements for certification and registration by the American Registry of Radiologic Technologists as well as standards established by the American Medical Association. This is the first program in the state of Minnesota in which the radiologic technologist can acquire a broad academic background to complement his technical training.

The 27-month course in radiologic technology provides the student with a strong foundation in basic sciences as well as practical clinical experience. The training obtained through the program will enable the graduate to qualify for positions requiring general or specialized radiologic technology experience in various types of radiological settings.

All students in the program are required to take the prescribed radiologic technology courses in sequence, starting annually the third Monday of August. General College courses may be taken before entering the radiologic technology sequence, during the radiologic technology sequence, or after the radiologic technology sequence of courses is completed. The student who takes the General College courses during his enrollment in the radiologic technology sequence will need 27 months to complete the entire program.

Technical training in the Radiologic Technology program provides the student with 45 credits toward the associate in arts degree and qualifies him to take the registry examination given nationally by the American Registry of Radiologic Technologists. The remaining 45 credits required for the associate in arts degree are resident credits offered through the General College. A General College counselor will help each student select General College courses appropriate to the Radiologic Technology program.

Prospective students should inquire at the General College Student Personnel office or at the Department of Radiology, University Hospitals, for further information and for application forms. Each application must be approved by both the General College and the Department of Radiology.

The radiologic technology courses include Orientation in Radiologic Technology; Medical Terminology; Related Ethics; Darkroom Chemistry and Technique; Nursing Procedures; Medical and Surgical Diseases; Radiographic Positioning I; Radiographic Positioning II; Principles of Radiographic Exposure I; Principles of Radiographic Exposure II; Radiographic Anatomy; Fundamental Electricity; Radiological Physics; Special Radiographic Problems; Basics of Nuclear Medicine; Basics of Radiation Therapy; Radiographic Equipment and Systems Analysis.

**Human Services Generalist**—The General College and the Department of Psychiatry of the University of Minnesota jointly sponsor an experimental Human Services Generalist (HSG) training program. A human services generalist is concerned with behavioral and social problems including mental illness, mental retardation, alcoholism and chemical dependency, aging, delinquency, learning difficulties and poverty. A generalist's duties may involve prevention, treatment, and rehabilitation programs: teaching or reteaching individuals how to perform daily living activities, directing their work and play, escorting them to and from activities, observing them in all phases of their daily life, maintaining records on their activities and progress, and offering suggestions for alleviating problems when they occur. A human services generalist may plan, carry out, and evaluate various therapeutic activities and work with volunteers and other community representatives in relation to treatment programs.

Preference in admission to the HSG program is given to experienced people already working in the field: psychiatric technicians, group home counselors, case

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aide workers, LPN's, people with extensive volunteer work, etc. The HSG curriculum consists of 6 quarters of academic and practicum preparation. Examples of types of courses taken are human growth and development, psychology, communication skills, behavior problems of children, applied psychology, and crime and delinquency. Excellent opportunities exist in the Twin Cities metropolitan area for practicum (on-the-job) training. Clinical experience is closely related to classroom and academic work. Students with no previous college work can earn an associate in arts degree from the General College by completing 90 credits and taking the General College Comprehensive Examinations. Prospective HSG students who already have the A.A. degree may apply for admission to the General College baccalaureate program leading to a bachelor of applied studies degree. Students who successfully complete the practicum and the appropriate academic work and who have had 6 months successful employment in an HSG area will be granted a certificate from the Department of Psychiatry.

Inquiries should be made to the Human Services Generalist program coordinator or to the General College Student Personnel office.

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

1. To upgrade the teaching competency of in-service vocational-technical teachers;
2. To prepare qualified trade, technical, and business persons for entry into vocational-technical teaching positions;
3. To prepare present vocational-technical teachers for career advancement; and
4. To provide an opportunity for both potential vocational-technical teachers and 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 and for work experience is related to the length of the training program and/or the type of work experience. A maximum of 45 credits may be granted toward an associate in arts degree and a maximum of 90 credits toward a baccalaureate degree. A total of 96 credits are required for the A.A. degree and 180 credits for a baccalaureate degree.

**Individually Planned Programs**—When a student's occupational goals cannot be met by existing programs available within the University or through arrangements with other cooperating public or private educational institutions, General College counselors and advisers work with individual students to plan other appropriate programs. Subject to the practical restrictions imposed by limited college resources, such programs incorporate individual study projects and internships in conjunction with existing courses in combinations which assist the student in training for his personal vocational goals. Individualized training arranged in this way may vary in length, depending upon the student's occupational goals, and may be a part of a program leading to an associate or baccalaureate degree.



**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 the general education curriculum of the General College. All of the student's work can thus be applied toward a General College degree.

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

1. Technical education must be completed at a school which has entered into a joint agreement with the General College.
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. However, the maximum amount of credit applicable to the A.A. degree is 45 credits, the maximum toward the B.G.S. degree is 60 credits, and the maximum applicable toward the B.A.S. is 90 credits.
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 has been satisfactorily completed in residence at the University. Thirty credits must be earned in the General College. 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 General College Student Personnel office.

## General College Internship Program

A recent study of graduate assistants at the University of Minnesota points out many of the problems graduate teaching assistants face today: no pre- and in-service programs; a lack of supervision; not enough teaching experience, including experience with innovation in courses and instructional techniques; and no recognition for superior performance or credit for duties fulfilled. The General College Internship Program attempts to meet all of these needs and to provide additional and worthwhile educational experiences for graduate students interested in pursuing careers in higher education.

The 5000-level courses described in Section III reveal that the General College Internship Program benefits graduate students in several ways, especially in those problem areas identified by graduate students themselves. While recognizing the relative independence and maturity of graduate students, it provides ample supervision for first-year interns and offers whatever supervision second-year interns need in preparing, executing, and evaluating their teaching and counseling experiments. It also assures them of training in areas of interest to future college teachers. It requires that the teaching intern do some actual classroom teaching, both in small groups and in formal lecture situations, and that the counseling intern deal with an appropriate variety of counseling situations. Second-year teaching and counseling interns are required to design and implement an innovative classroom or counseling experiment. By means of graduate credit and letters of recommendation from the intern's supervisors, formal recognition is given the intern's performance and the practical experience he acquires in the internship

## *Curriculum and Programs*

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program. Such recognition is helpful to graduates as they seek careers in college teaching.

### **Upward Bound and Youth Community Program**

**Upward Bound**—Project Upward Bound is a college preparatory program for low-income, underachieving high school students who have the potential to succeed in college. The project is jointly funded by the University of Minnesota and the United States Office of Education. Through Upward Bound, the General College's educational programs are made available to a special segment of the high school population. Reading, writing, and mathematics skills are emphasized in the academic segment of the program. Theatre, art, and athletic activities comprise the recreational and creative component of the program. Emphasis is placed upon teaching and learning methods that foster the building of positive self-concepts. In addition to a 5-week residential summer term, Upward Bound students enroll in a program of tutoring and counseling during the regular academic year.

**Youth Community**—The Youth Community is an experimental residential treatment program for gifted and talented adolescents. Administratively housed in the General College Upward Bound office, Youth 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 students attending school while living at the Youth Community residence. In addition to making internship and field experience opportunities available to General College students, the Youth Community program provides a valuable social service agency for the metropolitan area and for the state.

### III. DESCRIPTION OF COURSES

#### Man and Nature

- 1111. SCIENCE IN CONTEXT: WEATHER AND CLIMATE.** (5 cr; 5 lect, 1 lab hrs per wk)  
Day-to-day and long-range weather patterns in terms of interactions among atmosphere, oceans, land surfaces, and motions of the earth. Fair weather, storms, seasonal changes, air pollution, and water resource problems. Basic principles of science are applied to problems of analyzing and forecasting day-to-day weather, interpreting climates and climatic change, and realizing the great extent to which man is changing his atmospheric environment.
- 1112. SCIENCE IN CONTEXT: MAN AND HIS ENVIRONMENT.** (5 cr)  
Biological principles and interrelationships between man and his environment; study of ecology as applied to aspects of man's past, present, and future existence; principles of ecology as seen in structure and function of the ecosystem; pollution of soil, air, and water; population explosion; biosocial demands of environmental planning and maintenance; and relationship of people, nutrition, and disease to survival. Examination of certain aspects of radiation sources and environment, marine ecology, and man's future ecological needs.
- 1113. SCIENCE IN CONTEXT: CONSERVATION AND UTILIZATION OF NATURAL RESOURCES.** (5 cr)  
Nature of natural resources (minerals, fuels, soil, land, air, water, plants, and animals), their distribution, and energy required to transform them into useful products are studied with respect to contemporary problems of supply and environmental damage.
- 1116. SCIENCE IN CONTEXT: ALING AND VINTING.** (2 cr)  
Applies biological principles of internal cellular respiration to the making of fermented products such as wines. Biological principles of fermentation (anaerobic cellular respiration), metabolism of alcohol by humans, and biological and sociopsychological aspects of alcoholism. Investigation of types of wines, wine districts, distillation products, and cultural and medical uses of alcoholic beverages.
- 1118. SCIENCE IN CONTEXT: SPECIAL TOPICS**
- 1119. SCIENCE IN CONTEXT: INDIVIDUAL STUDY**
- 1131. BIOLOGICAL SCIENCE: PRINCIPLES.** (5 cr; 4 lect, 2 lab hrs per wk)  
The variety and relationships of living organisms illustrating general principles of biology as they apply to man, animals, and plants. These principles are drawn from fields such as study of cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Student spends about 2 hours a week in multimedia laboratory working on biological information and biological problems through the aid of tapes, pictures, graphs, movies, and experiments.
- 1132. BIOLOGICAL SCIENCE: THE HUMAN BODY.** (5 cr)  
Problems of physical, mental, and social health are 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.
- 1133. NATURE STUDY.** (3 cr)  
Greater appreciation and enjoyment of wild plants and animals in their natural environment is objective of this course. Techniques and objectives of giving field instruction to 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.
- 1137. BIOLOGICAL SCIENCE: LABORATORY.** (2 cr; prereq 1131 or 1132; 4 lab hrs per wk)  
Through his own laboratory preparations, dissections, and microscope observations, student experiences some problems, activities, and challenges that biologists encounter daily. He has opportunity to examine in some detail his relationship to such aspects of biology as genetics, anatomy, physiology, microbiology, and hematology. In small laboratory sections, student may gain insight into his functioning as a biological entity and his relationship to other elements of life.
- 1138. BIOLOGICAL SCIENCE: SPECIAL TOPICS**

## Description of Courses

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**1139. BIOLOGICAL SCIENCE: INDIVIDUAL STUDY**

**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.

**1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY. (5 cr)**

Introductory study of certain aspects of large-scale structure of universe, beginning with 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.

**1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. (5 cr)**

Energy is the theme around which physical principles and methods are studied. Materials from mechanics, heat, electricity, wave motion, and modern physics are selected for study as they clarify uses, transformation, and transfers of energy. Student should gain understanding of basic physical principles, the nature of the energy crisis, and limitations imposed by natural laws on man's attempts to solve energy problems.

**1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY. (5 cr)**

Fundamental principles and laws are 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 topics which may vary from quarter to quarter. Student should gain general understanding of both content and process of the science of chemistry.

**1171. EARTH SCIENCE: GEOLOGY. (5 cr; 5 lect, 1 lab hrs per wk)**

Emphasis on description of common land features—valleys, mountains, hills, and lakes—and on processes responsible for their origin and change. Knowledge of types of surface materials, such as rocks and glacial deposits, helps student to understand how landforms develop and change.

**1172. EARTH SCIENCE: HISTORICAL GEOLOGY. (5 cr; prereq 1171; 5 lect, 1 lab hrs per wk)**

Principles of physical geology are enlarged upon and used as tools to unravel the earth's past as recorded by rocks and fossils. Development of the earth's physical features and changing patterns of life through time, with implications of problems that challenge man's existence. Emphasis on problem solving and logical deductions from facts rather than on memorization of facts.

**1173. THE NATIONAL PARKS AND THEIR RESOURCES. (5 cr; prereq 1171 or equiv: 3 lect, 2 discussion hrs per wk)**

Regional geologic patterns and interrelationships of American "pleasuring grounds" and attitudes of people who visit them. Lectures provide regional setting and park descriptions while small discussion groups explore human aspects of tourism and park use. Intended for traveler interested in his surroundings and those who are planning park and recreation careers. Projects and field trips are integral part of instruction.

**1177. EARTH SCIENCE: LABORATORY. (2 cr; prereq 1171; 4 lab hrs per wk)**

Designed to give students who have had 1171 opportunity to explore certain earth science concepts in some 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. Experiences drawn from physical and historical geology, hydrology, weather, and climate.

**1178. PHYSICAL SCIENCE: SPECIAL TOPICS**

**1179. PHYSICAL SCIENCE: INDIVIDUAL STUDY**

## Man and Society

**1211. MAN IN SOCIETY: DEVELOPMENT OF HUMAN SOCIETIES. (5 cr)**

In an interdisciplinary framework, student studies society—major components, origin, development, and present structure—and its impact on population groups and on the individual. Some attention also given to scientific method and to theories of social stratification and urbanization. Depending upon instructor, some sections explore additional topics, such as social conflict and planning.

- 1212. MAN IN SOCIETY: URBAN PROBLEMS.** (5 cr, prereq 1211)  
Using problem-solving, interdisciplinary approach, student examines some major urban problems, such as social class and poverty, social change, crime, and education. Building upon theoretical bases established in 1211, course emphasizes practical activities through fieldwork and/or community activities.
- 1217. MAN IN SOCIETY: COMMUNITY SERVICE.** (15 cr or cr ar; prereq 5)  
Combining tutorial, fieldwork, and seminar experiences, interns enrolled in course devote considerable effort to study, analysis, and evaluation of a particular agency in the Twin Cities community. Designed primarily for students who intend to concentrate their academic programs in urban affairs.
- 1218. MAN IN SOCIETY: SPECIAL TOPICS**
- 1219. MAN IN SOCIETY: INDIVIDUAL STUDY**
- 1221. MINNESOTA: HISTORY.** (5 cr)  
An introduction to the people and institutions of the state. Topics surveyed are geography, exploration, frontier settlement, statehood, economic development, politics, and social and intellectual history.
- 1226. MINNESOTA: SCHOOL AND COMMUNITY.** (3 cr)  
Issues and possibilities in contemporary public, primary, and secondary education, with emphasis on the role of citizens and parents in school support and policy making. Attention given to new developments in teaching, curriculum innovation, de facto segregation, educational needs of social groups, function of school boards and PTA's, and after-hour community programs. Role of teacher aide as possible bridge between classroom and community is explored.
- 1227. MINNESOTA: COMMUNITY PROBLEMS.** (1-3 cr; limited to selected students who have done above-avg work in a social science course; prereq 5)  
Functional approach to social sciences provides opportunities for a limited number of students to observe contemporary society and its problems through intensive study of some social problem in the immediate Twin Cities area.
- 1228. MINNESOTA: SPECIAL TOPICS**
- 1229. MINNESOTA: INDIVIDUAL STUDY**
- 1231. UNITED STATES: GROWTH OF NATIONAL POWER.** (5 cr)  
To assist student in developing better understanding of United States, course is built on theme central to intelligent citizenship—historical and political growth of national government. This theme is traced through four units: chronology of national power, presidency and national leadership, national security policy, national economic policy.
- 1232. UNITED STATES: GROWTH OF TECHNOLOGY.** (4 cr, §3232)  
Examination of inventive skill and application from early America into twentieth century to tell story of technological development from crude beginnings to dominant characteristic of American life. Interaction of technology and history traced from harvesting and processing of basic materials and necessities such as food, fiber, and metal through other inventions and techniques which have made possible communication and distribution of ideas and goods across the land.
- 1233. UNITED STATES: PROBLEMS OF GOVERNMENT.** (5 cr)  
General principles, procedures, and problems of government, including federal-state relations; conduct of foreign relations; executive and legislative conflicts; relations of government to agriculture, labor and business; taxation; and relationship of individual citizen to his government.
- 1234. UNITED STATES: AMERICAN EDUCATIONAL SYSTEMS.** (3 cr)  
In one form of this course, such critical issues as who should be educated, what should be taught, and how increasing costs of education should be met, are analyzed in order to increase understanding of the role of education in American society and to encourage informed participation in efforts to provide suitable educational opportunity for all. When subtitle "Higher Education" is added to bulletin listing, course emphasizes curriculum changes intended to make programs in American colleges and universities flexible, relevant, and student centered. In this form, course is useful orientation for students planning to seek admission to General College baccalaureate programs or to one of the individually designed 4-year programs available in University College or in the College of Liberal Arts.
- 1235. UNITED STATES: LAW IN SOCIETY.** (5 cr)  
In order for students to acquire an appreciation of the role of law in our changing society, legal aspects of current topics are discussed. Students select such topics as courts and court systems, corrections systems, drug problem, welfare and domestic problems,

## Description of Courses

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consumer rights, pollution, and legal requirements for formation and operation of corporations and partnerships. When possible, class makes field trips to conciliation and municipal courts, prisons, workhouses, jails, juvenile detention centers, or similar institutions.

- 1236. UNITED STATES: CRIME AND DELINQUENCY.** (4 cr, §3236)  
Views crime and delinquency within setting of community. Attention directed to various types of criminality and to processes through which individuals become involved in delinquent behavior. Various methods of crime control and treatment are discussed. Students, especially those seeking a career in social services, will build a theoretic framework that guides functioning of correctional institutions.
- 1238. UNITED STATES: SPECIAL TOPICS**
- 1239. UNITED STATES: INDIVIDUAL STUDY**
- 1241-1242-1243. HISTORICAL BIOGRAPHY**  
Through study of individuals who have significantly influenced their times, these courses seek to humanize history as well as to illustrate development of movements, eras, and nations.
- 1241. HISTORICAL BIOGRAPHY: LINCOLN AND THE CIVIL WAR.** (3 cr)  
Centering on Lincoln, course examines origins, conduct, and implications of Civil War. Among other personalities examined are Davis, Douglas, Grant, Lee, McClellan, Seward, Stanton, and Booth.
- 1242. HISTORICAL BIOGRAPHY: AMERICA IN THE GILDED AGE.** (3 cr)  
Centering on personalities, course explores implications of industrial, political, and territorial growth in America during last third of 19th century. Individuals examined range from Blaine to Twain, Custer to Cleveland, and Carnegie to Carry Nation.
- 1243. HISTORICAL BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.** (4 cr, §3243)  
In order to acquire understanding of America's present world position, student studies 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.
- 1248. HISTORICAL BIOGRAPHY: SPECIAL TOPICS**
- 1249. HISTORICAL BIOGRAPHY: INDIVIDUAL STUDY**
- 1251. THE WORLD: HISTORICAL ASPECTS.** (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.
- 1252. THE WORLD: INTERNATIONAL RELATIONS.** (5 cr)  
Some basic problems of international relations considered are—war, conflict of ideologies, developing nations, international trade, and international law and organizations. Since authorities on international relations often differ in methods of analysis, student learns about several important analytical systems, applies them to problems, and thus develops approach of his own.
- 1258. THE WORLD: SPECIAL TOPICS**
- 1259. THE WORLD: INDIVIDUAL STUDY**
- 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; dangers to peace found in such divided regions as Ireland, India, Germany, and Palestine; forms of modern communism; law in American society; and democracy in American education. Development of alertness to news media and ability to make critical judgments about current events are course objectives. Topics usually vary from quarter to quarter.
- 1271. REGIONAL STUDIES: THE FAR EAST.** (5 cr)  
Some dominant characteristics and developments of traditional Chinese society and changes that followed Western impact, as well as continuing changes under communism. Comparative approach provides insight into student's own culture and some understanding of the nature of the revolution sweeping emerging nations. Included is analysis of factors contributing to rise of communism and nature of its challenge.
- 1272. REGIONAL STUDIES: LATIN AMERICA.** (5 cr)  
Introductory overview of Latin America. Includes geography, history, culture, and politics of area, and focuses specifically on contemporary social, economic, and political prob-

lems of selected countries. Attention given to revolutionary movements and to the special relationship between Latin America and the United States.

**1273. REGIONAL STUDIES: AFRICA.** (5 cr)

Focuses on variety of African experience, examining ways Africans have responded to sociopolitical and environmental pressures in both selected precolonial and contemporary societies. Sources include literature, music, art, film, and personal accounts as well as historical and political materials.

**1278. REGIONAL STUDIES: SPECIAL TOPICS**

**1279. REGIONAL STUDIES: INDIVIDUAL STUDY**

**1281. PSYCHOLOGY IN MODERN SOCIETY.** (5 cr)

Introduction to the 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 man perceives his environment and learns from it, and psychology of behavior in groups.

**1282. FIELDS OF APPLIED PSYCHOLOGY.** (5 cr; prereq 1281)

Survey of use of psychological principles in study of human affairs. Examines contributions psychological research has made in fields such as teaching and learning; mental retardation; personnel selection and training in industry; measurement and improvement of worker efficiency and morale; law, crime, and aggression; consumer research and advertising; and attitude and opinion formation and measurement.

**1283. SOCIAL SCIENCE: PSYCHOLOGY OF HUMAN DEVELOPMENT.** (3 cr)

Focuses on growth and development of individual from conception through adolescence. Aspects of development emphasized include physical, motor, social, emotional, and psychological growth. Integration of facets of development made 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.

**1285. SOCIAL SCIENCE: CULTURAL ANTHROPOLOGY.** (5 cr)

Human culture is primary concern of course. Culture is viewed as a more or less integrated system of behavior patterns which is learned and shared and which serves to guide behavior of all members in given society. Course aims at developing generalizations about influence of culture on human behavior by analyzing and comparing ways of life in particular cultures. Any and all cultures are deemed worthy of such study. Power of culture to shape personality and power of persons to alter cultures are two emphases.

**1288. BEHAVIORAL SCIENCE: SPECIAL TOPICS**

**1289. BEHAVIORAL SCIENCE: INDIVIDUAL STUDY**

**1291. SOCIAL SCIENCE: THE WORLD TODAY—GEOGRAPHY AT HOME AND ABROAD.** (5 cr)

Opportunity to observe and evaluate problems arising from the interaction of the opposing forces of culture and physical environment in the student's own geographic region and to compare them with a number of other world regions. Specifically studied are Twin Cities, Minnesota, Upper Midwest, and United States; these areas are compared to several regions abroad, including Russia and Japan. Entire earth and its features are observed as framework within which individual regions may be placed.

**1295. SOCIAL SCIENCE: ECONOMIC PERSPECTIVES—GENERAL VIEW.** (5 cr)

Introduction to basic elements of economics and application of economic analysis to contemporary economic issues. Topics include scarcity and resource allocation, economic reasoning, economic structure, forms of economic organization, macroeconomic system, consumption, government spending and tax policy, unemployment, inflation, fiscal and monetary policy, international trade problems and policy, economic growth, environmental externalities, and economic problems and planning for future. Topics are approached in historical, comparative, and analytical dimensions. Special emphasis given to major economic issues of current interest.

**1298. SOCIAL SCIENCE: SPECIAL TOPICS**

**1299. SOCIAL SCIENCE: INDIVIDUAL STUDY**

## Humanities

**1311. ART: GENERAL ARTS.** (4 cr)

Students have opportunities to formulate and evaluate their attitudes and ideas relating to the arts through examination of basic similarities which underlie all art forms in terms of human needs. Concentrates upon painting, sculpture, music, architecture, and literature.

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- 1312, 1313. ART: ART TODAY I, II.** (3 cr per qtr; students may enroll for 1 or 2 qtrs in any sequence; 5-N only)  
Students participate in selected fields of study related to contemporary art and art activity, generally in areas such as painting, film making, sculpturing, architecture, and crafts.
- 1318. ART: SPECIAL TOPICS**
- 1319. ART: INDIVIDUAL STUDY**
- 1331. MUSIC: INSTRUMENTAL MUSIC AND ITS TRADITIONS.** (4 cr)  
"Listening awareness" is developed through acquaintance with sound of orchestral instruments, traditional means of organizing music, and representative works of some major composers.
- 1333. MUSIC: VOCAL MUSIC AND ITS TRADITIONS.** (4 cr)  
Problems a composer faces when setting music to words: his materials and how he can achieve his intentions. Musical types studied include folk song, popular song, hymn, chant, madrigal, art song, and opera.
- 1338. MUSIC: SPECIAL TOPICS**
- 1339. MUSIC: INDIVIDUAL STUDY**
- 1351. PHILOSOPHY: FUNCTIONS AND PROBLEMS.** (3 cr, §1861)  
Introduction to philosophical thinking for students with no previous training in philosophy. Through reading and discussion of selected texts, student is introduced to broad problems in theology, metaphysics, and epistemology.
- 1355. PHILOSOPHY: PROBLEMS OF ETHICS.** (3 cr)  
Student discovers and analyzes presuppositions, principles, and standards he uses when he tries to do what is right and avoid doing what is wrong. He considers nature and justification of moral judgments, extent of individual moral responsibility, and ethical foundations of democratic society.
- 1357. PHILOSOPHY: MAN'S RELIGIOUS BELIEFS.** (5 cr)  
Explores beliefs, rituals, and attitudes of the world's major religions in their historical, social, and cultural settings.
- 1358. PHILOSOPHY: SPECIAL TOPICS**
- 1359. PHILOSOPHY: INDIVIDUAL STUDY**
- 1361. LITERATURE: WORLD LITERATURE—MAN'S 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 man's personal relationships and personal values.
- 1362. LITERATURE: WORLD LITERATURE—MAN'S SOCIAL EXPERIENCE.** (5 cr)  
As in 1361, readings illustrate universal themes, but in 1362 emphasis is on man's social experiences and his role as social critic and as citizen.
- 1365. LITERATURE: IDEALS AND VALUES OF THE UNITED STATES.** (4 cr)  
Ideals, values, and aspirations that have been recorded by writers in the United States. Development of the democratic idea, emerging social problems, a great variety of people who participated in shaping this country, and issues that concerned them. Various methods and forms which these writers used to present their thoughts.
- 1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE.** (5 cr; prereq §)  
Some typical and atypical ways in which women are presented in fiction, drama, poetry, movies, visual art, pop music, and mass media. Students read excerpts from relevant historical and sociological feminist documents and discuss and write about ways in which their own concepts of female personality and women's role in society are affected by arts and media.
- 1367. LITERATURE: CONTEMPORARY BOOKS AND PERIODICALS.** (5 cr)  
Student reads and evaluates current books, both fiction and nonfiction, and analyzes book reviews and other selections in current magazines to see how writers today interpret their world and thus influence public opinion and contemporary thought.
- 1371. LITERATURE: READING SHORT STORIES.** (3 cr)  
Student reads representative short stories by American, British, and Continental writers. He sees how individual writers have used the short story to express their ideas about human experience.
- 1374. LITERATURE: THEATRE—FILM AND DRAMA.** (4 cr)  
Student studies stage plays and films, both as art forms and as media communication.



He also attends local film showings and theatre performances, views television dramas, and learns to write critical reports on what he sees and reads.

**1378. LITERATURE: SPECIAL TOPICS**

**1379. LITERATURE: INDIVIDUAL STUDY**

**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 the industry including its programming, advertising, and regulating agencies. Substantial reading and class discussion.

**1382. SCANDINAVIAN CULTURE.** (5 cr, §1831-1832)

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 the Twin Cities area. Students may also experiment with weaving, painting, ceramics, or other crafts.

**1383. LATIN AMERICAN CULTURE.** (5 cr, §1841-1842)

Literature, music, architecture, and painting of Latin America. Short stories, poems, essays, music, works of art, and movies are studied as a means of exploring how Spanish and Indian artistic and social traditions have blended to form contemporary Latin American culture.

**1384. LIVING MYTHS OF GREECE AND ROME.** (3 cr)

Origins and nature of gods and goddesses of ancient Greece, popular myths of the early Greeks, the 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 the Western world in our own day.

**1385. FRENCH CULTURE.** (5 cr)

Study of the literature, arts, history, education, and customs of France through lectures and outside reading acquaints student with culture different from, yet in many ways like, his own.

**1391. CREATIVITY AND CREATIVE PERSONALITIES.** (3 cr; S-N only)

Through creative activity student becomes aware of his own creative potentials and nature of creative process. This awareness is broadened by additional study of several outstanding creative people of the 20th century.

**1398. HUMANITIES: SPECIAL TOPICS**

**1399. HUMANITIES: INDIVIDUAL STUDY**

## Communication Systems

**1401. COMMUNICATION SKILLS: VOCABULARY DEVELOPMENT.** (3 cr)

In class discussion, small-group work, and individual projects, students develop substantial and workable vocabulary through study of the dictionary, word parts, and meanings in context in programmed textbooks, current college textbooks, and individually compiled contextual passages. Both written and oral classwork.

**1402. COMMUNICATION SKILLS: READING, COMPREHENSION, AND STUDY SKILLS.**  
(3 cr; prereq 1401 recommended)

Physical and mental skills involved in helping students comprehend, retain, and evaluate what they read and in enabling them to read at an adequate rate of speed. A basic textbook, machines, tapes, and timed readings provide practice in reading for factual information, main ideas, concepts, and implications. Work by a whole-class method, in small groups, and individually.

**1405. COMMUNICATION SKILLS: FUNDAMENTALS OF USAGE AND STYLE.** (3 cr, §1411)

Grammatical principles and punctuation. In some sections, where approach is primarily oral, students listen to and imitate grammatical patterns and record and play back these patterns in order to "hear" English style.

**1408. COMMUNICATION SKILLS: SPECIAL TOPICS**

**1409. COMMUNICATION SKILLS: INDIVIDUAL STUDY**

**1411. GRAMMAR THROUGH WRITING: USAGE AND STYLE.** (3 cr, §1405; prereq ¶1412)

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- 1412. GRAMMAR THROUGH WRITING: WRITING.** (3 cr, §1413, §1421; prereq ¶1411)  
Student practices principles of grammar, usage, and style and immediately applies these principles in his writing. He may use programmed texts, taped examples and instructions, and recording machines. Written composition includes descriptive and personal sketches and narratives, characterizations, and autobiographical sketches. In some sections, there is opportunity for discussion of readings, for dictionary exploration and instruction, and for study of history and development of language.
- 1413-1414-1415-1416. INTEGRATED APPROACH TO COMMUNICATION**  
Through involvement in small-group projects and discussions, student becomes aware of communication processes and increases his understanding of relationships between writing and speech. Through classroom interaction, he learns about his own communication patterns and gains insight into how and why he affects others as he does. He works at developing greater effectiveness in his writing and speaking.
- 1413. INTEGRATED COMMUNICATION I: WRITING.** (4 cr, §1412, §1421; prereq ¶1414)
- 1414. INTEGRATED COMMUNICATION I: SPEECH.** (3 cr, §1461, §1465; prereq ¶1413)  
Interpersonal communication, with particular emphasis on the student's own patterns of interaction.
- 1415. INTEGRATED COMMUNICATION II: WRITING.** (4 cr, §1422; prereq 1412 or 1413 or 1421 and ¶1416)
- 1416. INTEGRATED COMMUNICATION II: SPEECH.** (3 cr, §1464; prereq 1414 or 1461 or 1465 and ¶1415)  
How communication serves man in his development of community. Primary human groups, particularly the family: how they form and function, develop norms and standards, deal with conflict and tension, and define their roles.
- 1421. WRITING LABORATORY: PERSONAL WRITING.** (4 cr, §1412, §1413)  
Student reads and writes descriptive narratives, characterizations, and autobiographical sketches. In laboratory he is given personal help with his individual writing problems. Emphasis is on clear and effective written expression.
- 1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY.** (4 cr, §1415, §1423; prereq 1412 or 1413 or 1421)  
Primarily through writing, but also through reading and discussion, student analyzes how people communicate in society: how they perceive events, how they think about them, and how they write and talk about them. Student examines assumptions, inferences, and distortions involved in thinking; habits and processes of observation; factual and slanted reporting; persuasive devices; and cultural and cross-cultural communication.
- 1428. WRITING: SPECIAL TOPICS**
- 1429. WRITING: INDIVIDUAL STUDY**
- 1431. FUNDAMENTAL COLLEGE MATHEMATICS PROGRAM.** (Cr ar [may be repeated for max 10 cr]...initial registration will normally be for 5 cr...number of cr earned will depend on what is accomplished each qtr, with cancel-add options to change the amount of cr during the qtr)  
Audio-tutorial program of study of basic mathematics skills in arithmetic, algebra, geometry, and applications of mathematics. Opportunities for self-pacing, test-out, and flexibility in amount of credit earned. A mathematics adviser will work with each student to select and master materials he needs to build up proficiency and background necessary for his educational and vocational goals.
- 1442. FUNCTIONS AND PROBLEMS OF LOGIC.** (4 cr)  
As means of acquiring habits of rigorous and systematic thinking, student grapples with complexities of language; with differences between good and bad evidences for beliefs, truth-claims, and conclusions; and with techniques of deductive and inductive reasoning.
- 1443. TOPICS IN MODERN MATHEMATICS.** (5 cr)  
Modern mathematics presented as pure mathematics; not concerned with mathematical skills. Advances students to better understanding of basic structure of mathematics by developing an abstract mathematical system using primitive concept of set as the basis. Topics include instruction in set theory, relations, functions, groups, and fields. No student need have extensive mathematical background before taking this course.
- 1445. MATHEMATICS: INTERMEDIATE ALGEBRA.** (5 cr; prereq 1 yr high school algebra)  
Concepts and manipulative skills of algebra necessary for students to compete in a college algebra course. Topics include discussion of real number system, special products and factoring, exponents and radicals, linear equations in one and two variables, quadratic equations in one variable, progressions, inequalities, variation, and logarithms. Prospective students may have to give evidence of adequate preparation.

1448. MATHEMATICS: SPECIAL TOPICS

1449. MATHEMATICS: INDIVIDUAL STUDY

1452. APPLIED MATHEMATICS. (5 cr; prereq high school algebra and geometry or 1431 or 3)

Designed to develop skills of solving problems against background of practical uses of measurements. Algebra is used, trigonometry is studied, and graphical techniques are applied. Emphasis on types of problems encountered in science, technology, and measurement fields. Should be of special value to students with interest in science or to students who have technical hobbies.

1454. STATISTICS. (5 cr)

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, and tests of hypotheses. Data presented acquaint students with wide applicability of statistics. Attention is drawn to limitations of methods of presentation. Requires only a working knowledge of arithmetical skills.

1458. MATHEMATICAL APPLICATIONS: SPECIAL TOPICS

1459. MATHEMATICAL APPLICATIONS: INDIVIDUAL STUDY

1461. ORAL COMMUNICATION: BASIC PRINCIPLES. (5 cr, §1414)

In conversations, discussions, and prepared speeches, student shares his ideas, attitudes, and experiences with others. He examines pervasiveness and function of communication in modern life, and he inquires into how language functions as means of communication. He identifies various uses to which people put speech and basic biological, psychological, and social needs these uses are intended to satisfy. Given this framework, he listens and responds to communication of others and comments on what he sees, hears, and feels.

1463. ORAL COMMUNICATION: DYNAMICS OF THE PUBLIC SPEECH. (3 cr, §1418; prereq 1414 or 1461)

In order to discover and develop his own individual platform style, student prepares speeches of information, argumentation, and persuasion which he then delivers in class. From the classroom audience he receives critical response to both the content and presentation of his speeches. He examines methods used by professional speakers and is encouraged to make appropriate use of these in his own speaking.

1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION. (3 cr, §1416)

A variety of group projects, activities, and discussions. Instruction concerns 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.

1465. ORAL COMMUNICATION: INTERPERSONAL COMMUNICATION. (3 cr, §1414)

Emphasis on interpersonal communication; students apprehensive about the "personal" dimension should not take this course. Student examines various aspects of his own communication patterns: verbal, nonverbal, and vocal. He tries to discover why he is an effective or ineffective communicator, and he tries to uncover some origins of his communicative behavior. Course asks student to begin or deepen his search for identity and to aid others in their search, to study means we use to relate to our fellowman, and to understand ways we alienate ourselves from each other.

1468. ORAL COMMUNICATION: SPECIAL TOPICS

1469. ORAL COMMUNICATION: INDIVIDUAL STUDY

1471. CREATIVITY: CREATIVE PROBLEM SOLVING—INNOVATION TECHNIQUES. (4 cr)

To heighten his awareness of problems and challenges in his academic and personal life, student solves problems in an open and trusting environment and becomes aware of his creative potential. Working individually or in a group, student uses innovative techniques to help him perceive and approach problems flexibly and imaginatively. Readings and class exercises.

1474. CREATIVITY: CAMERA IN COMMUNICATION. (3 cr)

Student learns to use basic equipment and to present story or message effectively; fundamentals of camera work in shooting, 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 a tool for reporting results from a wide variety of investigations. Student must have use of a camera. Course does not provide opportunities for darkroom work, nor is it concerned with sophistications of the art of the film.

1481. CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA. (3 cr [may be repeated for max 9 cr])

## Description of Courses

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- Laboratory activity provides student with opportunity for creative experiences in a number of art media. Laboratory is planned and operated to meet individual needs and interests of student and to provide means to develop his creative awareness and ability. Also includes reading assignments, lectures, and gallery trips.
- 1483. CREATIVITY: MUSIC LABORATORY—MATERIALS OF MUSIC.** (3 cr; open to students with or without previous musical training)  
Notation, structure, traditions, and elements of musical composition. Not a professional training course for music students, but designed for those who seek greater understanding of and insight into music by experiencing it from performer's and composer's points of view.
- 1484. CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.** (4 cr; prereq 1412 or 1413 or 1421, recommendation of a writing lab instructor and 2)  
Recommended students work on individual writing projects. After study of techniques of description and narration, they write sketches, short stories, familiar essays, poems, or dramatic scripts, as their interest directs them and as instructor permits.
- 1488. CREATIVITY: SPECIAL TOPICS**
- 1489. CREATIVITY: INDIVIDUAL STUDY**

## Man and His Work

- 1501. MAN AND HIS WORK.** (5 cr)  
Explores meanings of work and occupations as they relate to individual and society through psychological, sociological, historical, and economic perspectives. Opportunity for individual attention is provided in three areas: career choice, pursuing and advancing a career, or vocational psychology.
- 1508. MAN AND HIS WORK: SPECIAL TOPICS**
- 1509. MAN AND HIS WORK: INDIVIDUAL STUDY**
- 1511. INTRODUCTION TO MODERN BUSINESS.** (5 cr)  
Intended for both business and general education students, course provides overview of economic environment in which business operates. Major 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.
- 1513. PRINCIPLES OF SMALL BUSINESS OPERATIONS.** (4 cr)  
Designed specifically for those who plan to own or operate some form of small business in a marketing-related area. Deals with the following topics: environment and management of a small business, problems of initiating business, financial and administrative control, marketing policies, and legal and governmental relationships.
- 1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS.** (5 cr)  
Using only basic mathematical skills, student solves problems with percentages, simple interest and discount, compound interest, annuities, corporate securities, and depreciation. Through study of practical business situations, student develops calculation skills to assist him in dealing with various financial problems.
- 1534. PRACTICAL LAW.** (5 cr)  
To acquaint student with common legal problems, course includes 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. Other topics include legal implications of life, property, and auto insurance, and introduction to wills and estate planning.
- 1535. INTRODUCTION TO DATA PROCESSING.** (5 cr)  
Introduction to data processing for students wishing to acquaint themselves with basic aspects of the field. Useful to anyone considering training for work involving tabulation equipment, programming, and computers. Includes definition of data processing, exploration of its history, summary of some of its basic applications, and assessment of its social and economic effects. Students study terminology, basic steps in processing data, and machines used to accomplish these steps, such as keypunches, sorters, interpreters, reproducers, collators, accounting machines, calculators, and computers. Career opportunities are explained, and suggestions for further study are outlined.
- 1536. INTRODUCTION TO COMMERCIAL ART.** (3 cr [may be repeated for max 9 cr]);  
prereq previous art experience or 2)  
Emphasis on design, lettering, graphic expression, and commercial processes which are fundamental to commercial art.

**1537. SALESMANSHIP. (3 cr)**

After being briefly introduced to sales as an occupation, students study qualifications needed for successful career in selling and sales management. Principles and techniques are practiced by such means as role playing and sales demonstrations. Resource people, guest speakers, recordings, films, and discussions provide material for students to develop sales-planning portfolios. Concurrent employment in selling or sales-related occupation is recommended but not required.

**1538. GENERAL BUSINESS: SPECIAL TOPICS**

**1539. GENERAL BUSINESS: INDIVIDUAL STUDY**

**1540-1541. ACCOUNTING FUNDAMENTALS. (4 cr)**

Taught as 4-credit package, course stresses basic accounting cycle, including balance sheet and income statement methodology, and end-of-period adjustments. Students are taken through accounting cycle for both service and merchandising businesses. Other topics include special journals and accounting procedures for inventories, payables, and receivables.

**1542-1543. ACCOUNTING FUNDAMENTALS. (4 cr; prereq 1540-1541)**

Taught as 4-credit package, course 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. Attention is given to examination of financial statements. Introduction to accounting for manufacturing operation and cost analysis problems.

**1544. BEGINNING TYPEWRITING. (3 cr)**

Intended for students with no previous typewriting training, course introduces keyboard, stressing touch method of typing. Student 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 student in personal correspondence and in preparation of term papers and reports, and to provide him 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. Emphasizing skills necessary for effective performance on a job, course includes such topics as business letters and their special features, tabulated reports, and report typing.

**1548. BUSINESS SKILLS: SPECIAL TOPICS**

**1549. BUSINESS SKILLS: INDIVIDUAL STUDY**

**1551. MARKETING: INTRODUCTION. (5 cr; prereq 1511 and §)**

Broad course in principles of marketing includes marketing strategy, target markets, marketing mix, and segmentation in such areas as retail, industrial, and wholesale businesses. Current marketing events are discussed in relation to text readings.

**1552. MARKETING: SALES PROMOTION. (5 cr; prereq 1551 or §)**

Continuation of 1551, but dealing with more advanced marketing topics; intended primarily for students in Marketing program. Major emphasis on case problems which rely heavily on background material from 1551. Specific areas covered include product distribution, promotion, and pricing.

**1553. MARKETING: PRINCIPLES OF MANAGEMENT. (5 cr; prereq 1552 or §)**

Emphasis on basic supervisory practices and principles, including problems of supervision and function of supervisor: solving problems, making decisions, providing leadership, and motivating employees. Students are given opportunities to develop basic skills and to apply them in practice.

**1557. MARKETING: SUPERVISED WORK EXPERIENCE**

**1572. INTRODUCTION TO BLOCK DIAGRAMMING AND PROGRAMMING. (5 cr; prereq 1535 or §)**

Orientation to problem solving in data processing. Typically involves formulating block diagram (graphic sequence of steps needed to solve problems) and using block diagram as guide for writing a program. Materials useful not only to prospective data-processing personnel but also to students working in or interested in business and to those interested in improving logical-thinking skills. Concepts such as computer number systems, languages, various storage devices, and techniques for recording information are emphasized, along with attention to programming techniques such as switches, branching, use of input-output devices, editing fields for printing, and defining working storage areas and constants. Cobol is used for writing programs. Includes use of computer whenever possible.

## Description of Courses

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### 1631. SOCIAL WORKER AIDE: THE HELPING PROCESS IN THE SOCIAL SERVICES.

(3 cr)

Deals with dynamics of working with others and focuses upon actual procedure of helping process. Includes study of development of frame of mind or attitude that enables one to work with others, introduction to vocational areas, development of beginning skills in helping professions, and evaluation by student of his own interest and potential in social welfare. Instructional methods include small-group discussions. Field placement is available.

### 1637. SOCIAL WORKER AIDE: SUPERVISED WORK EXPERIENCE

### 1641. TEACHER AIDE: EDUCATIONAL METHODS FOR TEACHER AIDES. (3 cr)

Designed to acquaint teacher aides with basic philosophy and background of methods of instruction. Topics include background of elementary school curriculum, current trends in special education, and understanding the exceptional child. Practical laboratory techniques stress implementation of concepts developed in class. Students build files of instructional aids and ideas for future classroom use.

### 1647. TEACHER AIDE: SUPERVISED WORK EXPERIENCE

### 1658. SUPERVISED ON-THE-JOB TRAINING

### 1671. LEISURE TODAY. (3 cr)

Nature and extent of the leisure phenomenon in contemporary civilization. As means of gaining understanding of man's leisure involvements, student is acquainted with historical, philosophical, psychological, and sociological aspects of leisure phenomena.

## Personal Life

### 1701. INDIVIDUAL ADJUSTMENT. (4 cr)

To help student gain better understanding and acceptance of himself and of others, course emphasizes psychological concepts of personal and social adjustment. Each student studies his own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs, and interests.

### 1721. HOME LIFE: MARRIAGE AND FAMILY LIVING. (5 cr)

To emphasize particular values of family life for individual and for society, course considers biological, psychological, and sociological foundations of the family. Some time devoted to study of adjustment and human relationships in student's present and future home life. Preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood are considered. Specific topics include socialization, sexuality, mate selection, marriage, marital adjustment, contraception, reproduction, and parenthood.

### 1722. HOME LIFE: PARENT-CHILD RELATIONSHIPS. (3 cr)

Interdisciplinary course aimed at helping students to develop their own philosophy of childrearing—attitudes, principles, and perspectives that will guide them in their relations to their children and in performance of their parental responsibilities. Focus on helpful information related to crises of parenthood. Relevant research is used to emphasize principles of parent-child relations and to prepare students for tasks of parenthood.

### 1723. HOME LIFE: BEHAVIOR PROBLEMS OF CHILDREN. (4 cr)

Focuses on identification of maladaptive behavior, its causes, and what can be done to cope with children demonstrating such behavior. Overall objectives are to give student understanding of dynamics of behavior pathology; awareness of types of behavior problems usually seen at home, in school, and in social relationships; and understanding of effects of heredity, family experience, peer-group pressure, and socioeconomic class on development of behavior problems in children.

### 1731. HOME LIFE: CONSUMER PROBLEMS. (5 cr)

Course develops understanding of our economic system from the 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 facilities, and obtaining and evaluating consumer information.

### 1733. HOME LIFE: FEMALE-MALE ROLES. (5 cr)

Focus is on examining both sexes and clarifying some popular misconceptions. Goal is an understanding of female and male family and social relationships. Areas of study include childhood socialization, education, mate selection, parental roles, homemaking roles, occupational options, and social change.

1735. **HOME LIFE: HOME ENVIRONMENT.** (5 cr)  
Environmental approach to study of interrelationships of society, housing, and family living. Topics examined include urbanism, housing problems, new towns, housing needs and preferences, housing choices, and furnishing a home. Focus is on understanding social, psychological, economic, functional, and aesthetic factors involved in selecting and planning a home.
1738. **HOME LIFE: SPECIAL TOPICS**
1739. **HOME LIFE: INDIVIDUAL STUDY**

## Coordinated Studies

### *American Indian Studies*

1811. **INDIAN PEOPLE IN MINNESOTA HISTORY.** (4 cr, §3843)  
No textbook or common set of readings; instead, students elect to work in small groups to prepare materials relating to one of seven topics: prehistory, initial contact with Europeans, fur trade, frontier settlements, Sioux revolt, wardship, and contemporary society. Each group presents its findings to class. Not a detailed history of Minnesota Indians.
1812. **AMERICAN INDIAN LITERATURE.** (5 cr)  
To learn about American Indian traditions, aspirations, and contributions, student reads poems, speeches, legends, stories, essays, and novels written by American Indians. Films, paintings, and music also form part of course content.
1813. **INDIAN PEOPLE IN CONTEMPORARY MINNESOTA.** (5 cr)  
Status and prospects of this important segment of population 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.

### *Afro-American Studies*

1815. **THE AFRO-AMERICAN EXPERIENCE.** (5 cr)  
Exploration of role of Black people in American life, examining complex, interacting forces which have led to our present racial crisis. Beginning with African backgrounds and transatlantic slave trade, instructor and students analyze main themes of Afro-American history, including recent civil rights revolution and Black nationalism of the 20th century.
1816. **AFRO-AMERICAN LITERATURE.** (5 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 the Black man in America.
1817. **MINNESOTA BLACKS IN CONTEMPORARY SOCIETY.** (5 cr)  
Interdisciplinary study of problems of this important minority group in such areas as employment, education, welfare, and housing. Topics include quality of Afro-American life in Minnesota, group characteristics, organization, social interaction, and mechanisms of social adjustment. Students are encouraged to examine these topics in light of both their own values and what are commonly taken to be national American ideals.

### *Contemporary Race Relations*

1822. **CONTEMPORARY RACE RELATIONS: LITERATURE.** (5 cr; prereq ¶1822-1824-1825)
1823. **CONTEMPORARY RACE RELATIONS: WRITING.** (3 cr; prereq ¶1822-1824-1825)
1824. **CONTEMPORARY RACE RELATIONS: SPEECH.** (3 cr; prereq ¶1822-1823-1825)
1825. **CONTEMPORARY RACE RELATIONS: SOCIAL SCIENCE.** (5 cr; prereq ¶1822-1823-1824)  
Employing techniques from four academic disciplines, students investigate problems of race relations which arise in such typical 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. Social science component helps student pose primary problems for investigation and provides necessary background materials and methodology. Group dis-

## Description of Courses

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cussion and writing techniques guide student in surveying, acquiring, reporting, and generally communicating his findings. The literature concerns itself with human experiences like those students may encounter while pursuing their projects. Only students who are able to undertake large amount of work outside the classroom should plan to enroll in this course.

### Environmental Problems

1921. ENVIRONMENTAL PROBLEMS: NATURAL SCIENCE. (5 cr; prereq ¶1922-1923-1924)
1922. ENVIRONMENTAL PROBLEMS: SOCIAL SCIENCE. (5 cr; prereq ¶1921-1923-1924)
1923. ENVIRONMENTAL PROBLEMS: WRITING. (3 cr; prereq ¶1921-1922-1924)
1924. ENVIRONMENTAL PROBLEMS: HUMANITIES. (3 cr; prereq ¶1921-1922-1923)  
Environmental problems such as pollution, overpopulation, starvation, crises in urban ecology, and exploitation of natural resources are studied by identifying problems and formulating possible solutions. Social, scientific, and humanistic factors of various problems are interrelated by staff members with diverse backgrounds and interests. Emphasis on individual and small-group investigation and reporting.

### 3000-Level Courses

3114. PERSONAL ENVIRONMENTAL HEALTH. (5 cr)  
Health as a product of harmony between man 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 pollutions, environment and personality, occupational health and industrial medicine, community health organizations and consumer costs, health in college community.
3115. EVOLUTION AND MODERN MAN. (5 cr; prereq 1131)  
Descriptive course concerning principles and topics of evolution, as well as practical application of scientific information to specific problems of adaptation to environmental change. Evolution of modern man described, from emergence of *primate forms to appearance of ancestral forms from which man as we know him may have evolved in response to certain environmental stimuli and conditions.*
3217. URBAN AFFAIRS: INTERNSHIP. (Cr ar; prereq §)  
Student examines programmatic aspects of a community agency, with special emphasis on evaluating the effectiveness with which the agency meets stated goals and objectives. Consent of instructor or urban affairs coordinator required because student should have adequate background through traditional course work to understand agency's role in society, sufficient skills in communication and human relations to function as intern in agency, and specialized course work to prepare himself for independent research activity.
3232. GROWTH OF AMERICAN INDUSTRIAL TECHNOLOGY. (4 cr, §1232)  
Student expected to have previous college work in 19th- or 20th-century American history, economic problems, or business development. Course examines 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.
3243. HISTORY THROUGH BIOGRAPHY: WORLD WAR II AND THE COLD WAR. (4 cr, §1243)  
Through study of individuals who have significantly influenced their times, course seeks to humanize history as well as to illustrate development of movements, periods, and countries. Content may vary from quarter to quarter; recent themes have been the American Civil War, emergence of United States as a world power, America in the Gilded Age, development of modern Russia, significant American political leaders, and rise of modern England.
3292. SOCIAL SCIENCE: URBAN PROBLEMS—GEOGRAPHIC PERSPECTIVES. (5 cr)  
Focus of course is Twin Cities metropolitan area, particularly the two central cities and selected suburban communities. Urbanization, cultural pluralism, environmental control, and shifting values are among problems studied. Student committees examine a number of Twin Cities communities and present findings to class. Several other large American and foreign cities are also studied, and important issues and problems in these cities are compared with those of Twin Cities.
3335. MUSIC OF THE 20TH CENTURY. (4 cr, §1335; prereq one other music course or §)  
How music today differs from what it was at start of century, for understanding by



the lay listener. Main lines of development of 20th-century music 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.

**3352. PHILOSOPHY THROUGH LITERATURE.** (4 cr, §1861-1862)

Students study and discuss philosophical concepts 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 the artist in society. Class discussion aimed at making student aware of how philosophical abstractions are related to individual human life as reflected in works of literature.

**3354. PHILOSOPHY, SCIENCE, AND RELIGION.** (4 cr)

A philosophical inquiry into the conflict between modern science and religion. Provides a layman's orientation to historical and philosophical development of the conflict, to status of the 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, student gains objective understanding of various dimensions of the conflict. Students *need not* have had any previous course in science to benefit from course.

**3355. APPLIED MORAL PHILOSOPHY.** (4 cr; prereq 1355 or §)

Provides students who have a 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, etc.) presented from the perspective of various ethical theories previously studied in 1355 (e.g., Kant, Utilitarianism, Stoicism, etc.), students gain better understanding of those issues and the conflicts which precipitate them. Students apply each ethical theory studied to various contemporary problems presented, in order to examine in a disciplined fashion the practical implication of systems of moral philosophy applied to contemporary problems. Opportunity to analyze and evaluate differing moral solutions encountered in everyday life.

**3356. EDUCATION AND PHILOSOPHY.** (4 cr)

By attending critically to basic ideas, crucial assumptions, and fundamental questions of education and philosophy of education, student is encouraged to examine in disciplined manner his educational system and his own role and experience within it. Some historical perspectives on Western education will be acquired by examination of old, as well as recent, educational theories and philosophies.

**3374. FILM AND SOCIETY.** (4 cr; prereq 1374 advised)

Ways in which film and society affect each other, social issues raised in film, public attitudes toward film, effect of film upon attitudes and behaviors, and film medium itself—how that medium (photography, editing, acting, composition, color, sound, etc.) provides illumination and insight into social problems it analyzes. Students view films and read about them and study specified social problems. Social issues examined vary from quarter to quarter, typically covering such areas as urban living, minority stereotyping, ethical decisions, marriage and family, politics, and sexual mores.

**3393. PERSONAL PROJECTS IN ART AND MUSIC.** (4 cr; prereq at least one course in music or art and §)

For students who wish to do individual projects in art or music. A project may be an extension of something learned in an arts class, or it 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 the University and in the community. Students may consult with other faculty members when expert advice is desired. Research results may be exhibited through written essays or verbal presentations (with or without audio-visual reinforcement) or may involve producing artistic projects. A student should have a project in mind *before* registering for this course.

**3423. WRITING THE RESEARCH OR SURVEY REPORT.** (4 cr, §1424; prereq 1412 or 1413 or 1421, 1415 or 1422 advised)

Activities consist of 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 report. Designed especially for students working toward baccalaureate degree and/or for those preparing for senior demonstrations. Close and frequent liaison between the student, his supervisor or adviser in his field of concentration, and professor teaching the course.

**3463. BLACK DIALOGUE: PAST AND PRESENT.** (4 cr)

Development, structure, and functions of Black dialect, spoken by approximately 80 per-

## Description of Courses

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cent of Americans of African ancestry. Pro and con reactions to use of "Black English" in business, social, and educational settings; e.g., whether or not Black children should be forced to learn "standard English." Opportunity to study styles, techniques, and messages of Black speakers involved in abolitionist, civil rights, and Black power movements.

- 3464. COMMUNICATION IN ORGANIZATIONS.** (4 cr)  
For managers, supervisors, and others who directly control quality of life of persons in organizations, course is focused upon processes and problems involved in working and communicating with people in organizational settings and upon knowledge, attitudes, and skills which underlie effective behavior in organizational relationships.
- 3466. DYNAMICS OF TRANSRACIAL COMMUNICATION.** (4 cr; prereq 1461 or 1465)  
Focusing on specific forces which affect people from different racial, ethnic, and cultural backgrounds when they try to communicate with one another, course is intended to help student analyze a transracial communication situation and describe forces affecting the interaction, and to evaluate functional and dysfunctional aspects of his own communication in transracial settings. Course involves substantial reading, class discussions, small-group discussions, group projects, and short papers.
- 3472. CREATIVE SPEECH ACTIVITIES.** (4 cr; prereq 1461 or 1465 and §)  
Exploration of oral communication concepts in greater depth than in introductory courses. Each time course is given, students themselves determine particular area of speech study and attendant creative speech activities which might include, for example, writing and performing radio scripts, composing and making speeches before church groups, writing and performing ethnic dramatic television skits, or gathering evidence and debating issues before community groups.
- 3503. CAREERS IN FINE ARTS.** (5 cr; prereq §; S-N only)  
For students experienced in art who wish to plan a career in some form of the fine arts such as painting, sculpture, photography, or, in some cases, crafts. Students will be selected on the basis of prior experience in art and on the quality of their art work to date. Qualifying students are expected to be practicing artists and to present a portfolio of their work for previewing before entry into class.
- 3531. WRITING FOR BUSINESS AND THE PROFESSIONS.** (4 cr, §1531; prereq 1412 or 1413 or 1421, 1415 or 1422 advised)  
Students write letters, informal and formal reports, recommendations, proposals, summaries, memos—in short, the forms of writing used in business; in health, education, and welfare; and in legal professions. Effort is made each quarter to adapt content to vocational needs of students enrolled. Form, clarity, economy of expression, and suitable tone are stressed. Typed final drafts are required.
- 3581. LEGAL STUDIES: BUSINESS ORGANIZATION.** (4 cr)  
Legal organization of business entities is major emphasis. Focus 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)  
Laws relating to real property and common types of real estate transactions and conveyances are primary topics. Various instruments such as deeds, contracts, leases, deeds of trust, are studied, with emphasis on how instruments are drafted. Study activities include research projects relating to subject matter and practice in retrieving and recording information.
- 3583. LEGAL STUDIES: ESTATE PLANNING AND ADMINISTRATION.** (4 cr)  
Introduces student to problems associated with planning for efficient use of financial resources during working life, at time of retirement, and after death of principal income producer. Included are techniques for fact gathering, income and death tax principles, use of trusts, will drafting, and assistance to attorneys in these matters.
- 3584. LEGAL STUDIES: LITIGATION AND TRIAL PRACTICE.** (4 cr)  
Analysis and discussion of common types of litigation, premises of litigation, sources of law, court systems, attorneys, types of lawsuits, usual defenses, Minnesota civil procedures, discovery procedures, court procedures, trial, posttrial motion procedures, appeal, enforcement of judgment, various types of litigation, and investigation of facts basic to adequate preparation for litigation. Particular attention given to role of legal assistant to attorney in these matters.
- 3585. LEGAL STUDIES: INCOME TAXATION.** (4 cr)  
Detailed study of 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 involved in determination of income tax controversies.

- 3586. LEGAL STUDIES: LEGAL RESEARCH.** (4 cr)  
Examines law library, surveys various reference sources available to lawyers in determining applicable law, and studies processes of legal research and writing of memoranda that present results of legal research. Numerous practice problems in legal research and memoranda writing, and in utilizing statutes, case reports, encyclopedias, treatises, and other legal research sources.
- 3587. LEGAL STUDIES: INTERNSHIP**
- 3588. LEGAL STUDIES: SPECIAL TOPICS**
- 3589. LEGAL STUDIES: INDIVIDUAL STUDY**
- 3602. APPLIED SUPERVISION.** (4 cr)  
Practical approaches to supervision principles and problems in the small- and medium-size business. Through case problems, role playing in simulated business situations, and decision exercises, students learn to understand the relationship between authority and responsibility as well as the delegation process; to select and apply manager or group decision-making methods; to understand some techniques of the communication process between management and employees; to have some practical knowledge of the concept of job enrichment; and to identify some of the characteristics of a high productivity manager.
- 3605. INTERVIEWING.** (4 cr)  
Students planning to enter occupations in which structured communication—particularly formal interview—is a required skill may find this course especially useful. For students who are undecided about their life's work, course provides tryout experience in developing skill related to a wide spectrum of occupations. Objectives include recognition of interactive process of interview and roles of participants in dyad, exploration of a variety of communication patterns in interview context, and understanding how interviewer affects others (and others affect him) in goal-directed dyadic interaction. Students develop skills in general interviewing principles through actual and simulated situations.
- 3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr)  
Mental health as a social problem; changing needs and concepts of mental health; classification of mental and emotional disorders of constructs of psychodynamics; child-rearing climates related to mental health and onset of personality problems; research findings on relative effectiveness of punitive and positive reinforcement techniques in inducing behavior change; rationales and principles of treatment practices in somato-therapy, sociotherapy, and psychotherapy; and emerging paraprofessional practices in handling problem clients.
- 3614. PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (3 cr; prereq human services generalist student or §)  
To prepare student as service-giving employee to participate in programs for persons with behavior disabilities. Lecture materials include orientation to behavior disabilities, crisis intervention, interviewing for history taking, client goals, and behavior modification. Laboratory assignments include interviewing, role playing, and exercises in behavior modification. Heavy emphasis on oral and written class performance. Oral reports are group presentations analyzing treatment programs for behaviorally disabled people (drug centers, nursing homes, day-care centers, etc.). Book reports required on treatment programs described in novels (e.g., *One Flew Over the Cuckoo's Nest*, *David and Lisa*, etc.).
- 3615. THE REHABILITATION PROCESS.** (4 cr)  
For students interested in working in helping professions, particularly with handicapped people. General problems of the disabled and resources available to help those with special problems; mental health principles and their application in working with the disabled; mental, physical, and emotional factors which create barriers to individual's potential to become productive in social, educational, or work experience. Special emphasis on exploring mental retardation as problem for worker in helping professions and on progress made in educating and training the retarded. Aged and physically and emotionally handicapped persons also considered in terms of defining disabilities, potential for rehabilitation, and current methods and approaches used to help these individuals. To help student understand his own perceptions and attitudes relative to disability and rehabilitation, and to work toward better ways of using himself in rehabilitation processes.
- 3616. CRAFTS FOR SPECIAL GROUPS.** (4 cr; prereq soph enrolled in RSC, HSG or pre-OT program, or §)  
For students who will use craftwork as a therapeutic device in their professions. To acquaint students with broad families of craft materials and develop 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. An important concern is to make students aware of themselves in the process of creating craftwork. Limited primarily to

## Description of Courses

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sophomores and above who are *enrolled* in Recreation for Special Groups, Human Services Generalist, and pre-Occupational Therapy programs.

- 3621. COUNSELING AND WORK REGARDING COMMUNITY RESOURCES.** (3 cr)  
Intended specifically for human services generalist students. Designed to help student develop skill in counseling client regarding community resources; understanding of human services (mental health, mental retardation) available in Twin Cities area and how services may interrelate, and understanding of the human services generalist concept and how he as a generalist will fit into the human services field. Activities include small-group interaction, videotape practice, interviewing, and assembly of agency resource book.
- 3622-3623. HUMAN SERVICES SEMINAR: INDIVIDUAL GROUP SKILLS DEVELOPMENT.** (2 cr each; prereq 3621)  
Two-course sequence, designed specifically for human services generalist students. Emphasis on understanding one's needs to be helper; using effective nonverbal and verbal behavior; using self-involving behavior; understanding communication of others; establishing effective helping relationships; and human relations on the job. Activities include role playing, videotape sessions, and small-group discussions.
- 3627. FIELD EXPERIENCE AND SEMINAR.** (Cr ar; wkly seminar; prereq human services generalist student)  
Field experience provides face-to-face encounter with problems of mental health, mental retardation, and related mental health areas, such as corrections. Student expected to clarify his identity as helping person, to increase his self-understanding, and to acquire skills in reaching out to people in need of help. Student will be responsible for discovering his niche in field of mental health as trained human services generalist.
- 3821-3822. TOWARD A GOOD LIFE.** (10 cr each)  
Man's aspirations toward a "good life," his concept of it, and efforts to define and attain it from early times to present explored in lectures, symposia, seminars, and group discussions, as well as through selected readings, films, field projects, and experiences with art, music, and science. Material and approaches will be interdisciplinary and aim at enabling student to develop his understanding of nature of man and his relation to his natural and social environment, to perceive significant impediments to a good life, to examine and compare differing concepts of a good life, and varied efforts to achieve it, and to evolve his own reasonable view of what constitutes a good life for himself and for society.
- 3841. MINNESOTA RESOURCES.** (4 cr)  
Quality of life in contemporary Minnesota—future possibilities as well as present problems—analyzed in relation to major elements of current scene: resources, land use, and population trends. Discusses basic situation in such industries as transportation, mining, forestry, flour milling, and agriculture. Topics include urban development; and environmental controversies involving pollution controls, new sources of energy, conservation, and utilization of undeveloped regions. Classes supplemented by field trips; independent investigations encouraged.
- 3842. READINGS IN MINNESOTA HISTORY.** (4 cr; prereq 1221 or 5)  
Working singly or in groups, students investigate primary source materials relating to selected topics. Progress reported to class; results incorporated in term project which may take form of paper or utilize other method of communication. Emphasis upon location, analysis, organization, and presentation of information relating to a facet of Minnesota history.
- 3843. READINGS IN MINNESOTA INDIAN HISTORY.** (4 cr, §1811)  
Students use variety of materials to trace changing role of first inhabitants as Minnesota evolved from hunting ground to modern commonwealth. Topics include aboriginal cultures, first contacts with Europeans, advancing frontiers, Sioux revolt, wardship, New Deal and Indian people, and asphalt reservation.
- 3844. MINNESOTA PARTIES AND POLITICS.** (4 cr)  
Third-party movements and occasional radicalism appearing against background of strong liberal Republicanism are major aspects of politics in state noted for honest and enlightened government at home as well as for quality of leaders representing it in national councils. Topics include post-Civil War Republican dominance, farm protest, Minnesota Progressivism, Farmer-Labor party in office, Republicanism reborn, advent of DFL, and contemporary seesaw.
- 3845. MINNESOTA BIOGRAPHY.** (4 cr)  
Deeds of the famous are rehearsed, and accomplishments of the worthy but obscure are rescued from oblivion in this study of various aspects of Minnesota life by means of biographies of well-known or typical Minnesotans. Thematic approach means that course changes. Concentration one term on such political figures as John A. Johnson, Floyd B.

## 5000-Level Courses for Prospective College Teachers

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Olson, and Hubert H. Humphrey may be followed by focus upon artists and intellectuals: F. Melius Christiansen, Thorstein Veblen, Wanda Gág, or Ole Rølvaag. Students should inquire about course content before enrolling.

**3846. MINNESOTA ARTS AND LETTERS.** (4 cr)

Art, architecture, landscape design, music, literature, and higher education discussed. Emphasis upon developments in the state; Minnesota contributions to national trends, characteristics peculiar to this region, and manifestations of its history and traditions. Classwork supplemented by off-campus study. Independent projects encouraged.

**3847. CONTEMPORARY MINNESOTA.** (4 cr)

Study of 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. Depending upon developments, work of a given term may focus upon a single topic of considerable general concern.

**3848. MINNESOTA: SPECIAL TOPICS**

**3849. MINNESOTA: INDIVIDUAL STUDY**

## 5000-Level Courses For Prospective College Teachers

*Note:* The following courses are open to graduate teaching assistants, graduate teaching associates, and some instructors employed by the General College. Others may register by permission of the program coordinator.

**5001. GENERAL COLLEGE TEACHING INTERNSHIP.** (Cr ar [5 cr max]; prereq #)

One-year (3-quarter) course designed to give graduate 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 one would find in a laboratory or recitation section; 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 assignments and evaluating assignments by means of tests, papers, themes, or other evaluative techniques. All of preceding are supervised by assigned full-time faculty members.

**5002. GENERAL COLLEGE COUNSELING INTERNSHIP.** (Cr ar [5 cr max]; prereq #)

One-year (3-quarter) course designed for student with prior training and/or experience in counseling who wants to improve his/her counseling skills. Learning contract for each intern developed at beginning of year by intern and member of General College Student Personnel staff who functions as supervisor. Intern assigned counselees in General College Student Personnel 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.

**5005. GENERAL COLLEGE SUPERVISED TEACHING PROJECT.** (Cr ar [4 cr max]; prereq #)

Graduate students who have completed 1 year of General College Internship Program (with or without credit) may design teaching experiment which, if approved by General College Internship Committee, is carried out in a General College class. Experiment involves classroom procedure or teaching technique new to intern. Intern develops design of experiment during fall (or first) quarter and conducts experiment during next 1 or 2 quarters. Evaluation of experiment by intern also included in planning. Toward end of third quarter, when experiment is completed, intern reports on experiment and evaluation to General College Internship Committee. Intern will work directly with appropriate committee members and other University faculty as he needs them.

**5006. GENERAL COLLEGE INTERN COUNSELING PROJECT.** (Cr ar [4 cr max]; prereq #)

Graduate students who have completed 1 year of General College Counseling Internship Program (with or without credit) may design counseling experiment which, if approved by coordinator of Student Personnel Services and General College Internship Committee, is carried out with General College students. Experiment involves counseling procedure or technique new to intern. Experiment may be either group or individual counseling or combination of group-individual counseling. Intern develops experimental design during fall (or first) quarter and conducts experiment during next 1 or 2 quarters. Intern reports experimental results and evaluation to Internship Committee for approval upon completion of experiment.



## IV. FACULTY INDEX

### Division of Arts, Communication, and Philosophy

Leon Reisman, M.A., Professor and Head

- |   |   |
|---|---|
| Fred M. Amram, M.A., Professor                      | Candido P. Zanoni, Ph.D.,<br>Associate Professor  |
| Frank T. Benson, Ph.D., Professor                   | Stephen E. Keeler, M.A.,<br>Assistant Professor   |
| Dorothy M. Burrows, Ph.D., Professor                | Mary Ellen Kirchner, M.A.,<br>Assistant Professor |
| F. Faith Finnberg, Ph.D., Professor                 | Charles E. Sigmund, Ph.D.,<br>Assistant Professor |
| Jerome E. Gates, M.Ed., Professor                   | Louis R. Bellamy, B.A., Instructor                |
| Virginia M. Kivits, M.A., Professor                 | Richard D. Byrne, M.Ed., Instructor               |
| Alex Kurak, Ph.D., Professor                        | Caroline M. Gilbert, B.A., Instructor             |
| Robert C. Rathburn, Ph.D., Professor                | Gail A. Koch, M.A., Instructor                    |
| Louis T. Safer, M.A., Professor                     | Vernelle E. Kurak, B.A., Instructor               |
| William A. Stockdale, M.A., Professor               | Toyse A. Kyle, B.A., B.S., Instructor             |
| Mary L. Wyvell, Ph.D., Professor                    | Marie H. Panger, B.E.S., Instructor               |
| Paul S. Hagen, M.A., Associate Professor            | Mary S. Sicilia, B.A., Instructor                 |
| Evelyn U. Hansen, M.A.,<br>Associate Professor      | Joseph Valentinetti, B.A., Instructor             |
| Margaret J. MacInnes, Ph.D.,<br>Associate Professor | Donald M. Warren, M.A., Instructor                |
| Dorothy L. Sheldon, M.A.,<br>Associate Professor    |   |

### Division of Science, Business, and Mathematics

Allen B. Johnson, Ph.D., Assistant Professor and Head

- |  |  |
|--|--|
| Douglas M. Dearden, Ph.D., Professor   | Ruth I. Larson, M.Ed., Assistant Professor |
| David L. Giese, Ph.D., Professor   | Alecia A. Buonocore, B.A., Instructor      |
| J. Merle Harris, M.A., Professor   | Ronald L. Cain, B.S., Instructor           |
| Roger A. Larson, Ph.D., Professor  | Susan F. Knoblauch, M.A., Instructor       |
| George J. McCutcheon, Ph.D., Professor   | Valerie A. Liston, M.A., Instructor        |
| Merrill P. Rassweiler, Ph.D., Professor  | J. Mark Ludlow, M.S., Instructor           |
| William B. Schwabacher, Ph.D., Professor   | Annie M. McNair, M.S., Instructor          |
| Alfred L. Vaughan, Ph.D., Professor  | Karen Moore, M.S., Instructor              |
| J. Dwight Denny, M.A.,<br>Associate Professor                                    | Thomas J. Ressler, M.S., Instructor        |
| Dennis R. Hower, J.D., Associate Professor                                       | Marshall J. Besikof, J.D., LL.M., Lecturer |
| Niles H. Jefferson, Ph.D.,<br>Associate Professor                                | Roderick D. Blanchard, J.D., Lecturer      |
| Ivan M. Policoff, M.A., Associate Professor                                      | John P. Byron, LL.B., Lecturer             |
| Sarabeth T. Barnes, M.S.,<br>Assistant Professor                                 | Kenneth J. Enkel, J.D., Lecturer           |
| Dennis M. Hammond, M.B.A.,<br>Assistant Professor                                | Thomas D. Feinberg, J.D., Lecturer         |
| Patrick A. Kroll, M.A., Specialist in<br>Business Education, Assistant Professor | Robert A. Heiberg, J.D., Lecturer          |
|  | Peter Kahn, J.D., Lecturer                 |
|  | Earle J. Niederhuecke, J.D., Lecturer      |

### Division of Social and Behavioral Sciences

Thomas C. Buckley, M.A., Assistant Professor and Head

- |  |  |
|--|--|
| Wayne J. Anderson, Ph.D., Professor  | William L. Hathaway, Ph.D.,<br>Associate Professor |
| Henry Borow, Ph.D., Professor  | Fred A. Johnson, Ph.D.,<br>Associate Professor     |
| Forrest J. Harris, M.A., Professor   | M. Barbara Killen, M.S.,<br>Associate Professor    |
| Jeanne T. Lupton, Ph.D., Professor, Social<br>Studies, and Director, Student Services,<br>College of Biological Sciences | Sander M. Latts, Ph.D.,<br>Associate Professor     |
| Norman W. Moen, Ph.D., Professor   | Dewain O. Long, M.A., Associate Professor          |
| Solomon Shapiro, Ph.D., Professor  |  |
| Fredric R. Steinhauer, Ph.D., Professor  |  |

## Faculty Index

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David L. Jones, M.A.,  
Assistant Professor  
Virginia M. Juffer, Ph.D.,  
Assistant Professor  
Beverly J. Stewart, M.S.W.,  
Assistant Professor  
Ronald J. Berk, M.Ed., Instructor  
Thomas F. Brothen, B.A., Instructor  
David D. Foat, M.S.T., Instructor

Todd J. Lefko, M.A., Instructor  
Jean Montzka, B.A., Instructor  
J. Frederick Neet, M.A., Instructor  
Ralph J. Neubeck, M.A., Instructor  
John P. Oldendorf, M.A., Instructor  
Karen M. Smith, M.A., Instructor  
Robert F. Williamson, B.A., Instructor  
Sherwood Ann Wilson, M.A., Instructor

### Division of Student Personnel Services

G. Gordon Kingsley, Ed.D., Professor and Head

Leslie A. King, Ph.D., Professor and  
Counselor  
Doloris J. Willmore, Ph.D., Assistant  
Professor and Counselor  
Prabha Abbasamy, M.A.,  
Instructor and Counselor  
Ronnellee M. Cousin, B.A.,  
Instructor and Counselor  
Mary Ann Graff, B.A.,  
Instructor and Counselor

Daniel H. Helterline, B.A.,  
Instructor and Counselor  
Carroll D. Johnston, B.A.,  
Instructor and Counselor  
Charles R. Ridley, M.A.,  
Instructor and Counselor  
Michael A. Wollman, B.A.,  
Instructor and Counselor

### Consolidated HELP Center

Fred M. Amram, M.A., Professor and Director

Beverly J. Stewart, M.S.W.,  
Assistant Professor  
Louis R. Bellamy, B.A., Instructor  
Ronnellee M. Cousin, B.A., Instructor  
Caroline M. Gilbert, B.A., Instructor  
Daniel H. Helterline, B.A., Instructor

Jean Montzka, B.A., Instructor  
Antonio Perez, B.A., Instructor  
Joseph Valentinetti, B.A., Instructor  
Lois Y. MacKenzie, R.N., Community  
Program Assistant

### Upward Bound Project

Ronald J. Berk, M.Ed., Instructor and Director

Lynn Hudgins, Community Program  
Assistant  
Bruce A. Schelske, B.A., Community  
Program Assistant

Sharyn A. Schelske, B.A., Community  
Program Assistant



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