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General College

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# General College

UNIVERSITY OF MINNESOTA

## How To Use This Bulletin

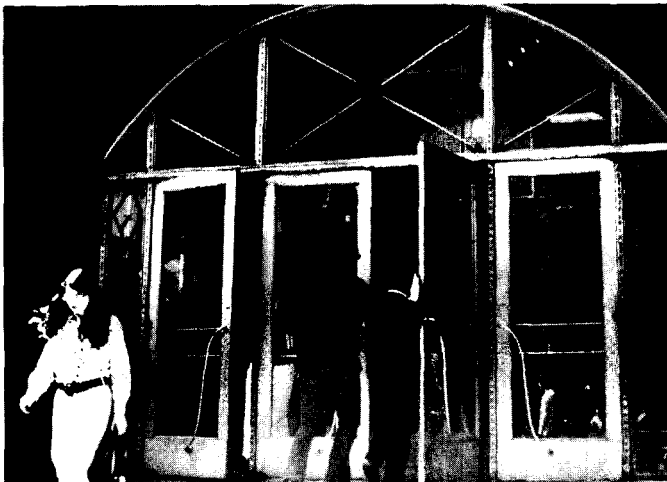
**Section I: General Information**—Includes a brief introduction to the ways in which students can earn credits in General College; flexibility of General College programs; brief description of Student Personnel Services and explanation of the Comprehensive Testing Program; and a detailed explanation of 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; Occupational Programs; General College Internship Program; and Upward Bound and Youth Community Program.

**Section III: Missions and Goals**—Reviews the historical development of the General College and its present missions and goals.

**Section IV: Course Descriptions**—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 Schedule*). 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 V: Faculty Index**



# General College

## I. GENERAL INFORMATION

Learning opportunities in the General College (GC) are designed to suit the nature of the college's students. As an open-admissions unit in the University, the General College has always had a student body more varied and less traditional than those in other institutions. In the late 1960's and early 1970's, as higher education became more readily available to larger segments of American society, the tendency toward heterogeneity in the General College student population accelerated. Today the General College population reflects the diversity of society at large. Thus, in addition to what might be called "regular" students, the GC student body includes many more older students than in the past, more students from minority groups, more married men and women, more part-time students, more students training for occupational and vocational specialties, and more "midcareer" students back in college to add some general education to their vocational skills. For all of these learners—with their diverse interests, talents, and needs—the General College provides suitable modes and patterns of learning.

Whether a student intends to work for a 2-year associate in arts (A.A.) degree, for a certificate in one of the college's occupational options, or for a 4-year bachelor of general studies (B.G.S.) or bachelor of applied studies (B.A.S.) degree, the General College offers several alternative ways to earn the credits necessary to meet the requirements for a degree or certificate from the University. No matter what the student's educational goal, some of the credits needed for graduation must necessarily be earned by enrolling in, and passing with an acceptable grade, regular courses in the general educational curriculum. But for the General College student there are also other, less traditional ways of acquiring credit. Among the alternatives are many possible combinations of classroom and nonclassroom educational experiences, arranged to accommodate the academic preparation, vocational experience, and educational aims of the individual student. Some of these alternatives, and some possible patterns into which they can be combined, are described below.

**Interdisciplinary Programs**—As a means of maintaining continued relevance in its course offerings, General College curriculum development procedures are flexible by design. One result of this free atmosphere is the opportunity that two or more faculty members have to offer "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, students can integrate their 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.

**Individual Opportunities**—The General College curriculum is intended to be relevant and flexible. (A note preceding the course descriptions in Section IV mentions the provision for Individual Study courses in various fields, i.e., 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

## General Information

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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 in the established curriculum. 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 pursue a course of study which is not part of the established curriculum may organize a Special Topics class (a course number having 8 as the final digit) for which credit can be earned.

**Credit by Examination**—There are at least two kinds of common practices used to gain credit by examination. Any GC student who feels qualified may elect to “test out” of a course by taking an examination on its subject matter. If performance on the examination is satisfactory, the student can receive the normal credit for the course.

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

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

Since the General College offers two baccalaureate degrees—the B.A.S. (bachelor of applied studies) and the B.G.S. (bachelor of general studies)—students who have attended a community college or an AVTI (Area Vocational-Technical Institute) can enroll in the General College to earn a 4-year degree and to add some general education to their technical or occupational skills. Such students may have their previous postsecondary work evaluated for college credit.

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

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

**Credit for Work Experience**—As higher education becomes increasingly available to people of all ages, the collegiate student body contains more and more people who have had extensive work experience before they begin their formal education. In recognition of the skills and aptitudes that students may have acquired through their occupational experiences, the General College has provisions for awarding credit for such achievement. Sometimes this credit is given for work experience that was completed before the student enrolled, but more often working students integrate their job experiences into their educational programs by registering for specially designated “individual study” or “work experience” courses.

In such cases, the student not only has a faculty member who monitors the work, but also an on-the-job supervisor. In every case, an effort is made to combine academic studies and work experience skills into an individually designed course of study that fits the needs of a particular student.

It is important to note that the experience must involve a particular skill or on-the-job expertise; the General College does not grant credit for generalized "life experiences."

**Combining Study and Work Experience**—A notable result of the General College's broad concept of higher education is the development of courses in the curriculum that are a blend of classroom studies and fieldwork. Students who register for such courses find that some of their work is of the kind they might expect in any lecture or discussion class, but that they are also required to work in the field. Fieldwork might involve serving as an aide in a social agency, as an intern in a government bureau, or as a paraprofessional in a legal office. The grades and credits that students earn for such courses are in part dependent upon their in-class work under the guidance of their General College instructors and in part upon what they do outside of class under the supervision of their on-the-job employers.

In the last few years, the number of courses which combine classroom study with outside field experience has increased, not just in the General College but throughout the University. Such courses are often designated as "internships" or "practicums." Whatever they are called, their object is to unite theory and practice by relating the abstractions of the classroom to the concrete realities of the world of work.

**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 University 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.

The categories mentioned above are some of the modes that General College students can choose to earn credit and to structure their learning. The fact that so many alternative learning opportunities are available to students today can be attributed to the General College's long history of adapting itself to the needs of students. Thus, if it can be said that the General College has a tradition, it is a tradition of flexibility and adaptability.

## 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 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 General College Skills Centers.

**Counseling**—Counselors in the college are concerned with two major areas of student needs: (1) the needs associated with immediate problems or difficulties

## General Information

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of an academic, personal, financial, or legal nature and (2) the broader needs related to self-understanding: personal development; social awareness; educational, 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 this 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
Social skills	assessment
Personal and family problems	Progress assessment
Educational planning	Career planning
Study skills	Transfer
Academic progress	Job placement

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.

**Student Access to Records**—Students may request to see their educational records which are kept in one or more of the following General College offices: Student Personnel Office, HELP Center, and Upward Bound Office. Confidential materials received prior to January 1, 1975, and separate counseling records are not accessible to students but may be interpreted for them by a counselor. The University has established specific procedures to be followed by students requesting access to their records. Students who would like to see their records should contact the appropriate office(s). Normally, students will be able to examine their records within 10 days after submitting the request form.

**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. Students should



## Comprehensive Testing Program

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find in their advisers one means of establishing a personal relationship with a University faculty member.

Advising begins during the orientation period and continues throughout the students' residence in the college. Students are assigned faculty advisers during their first quarter in the college. Advisers are available for information and suggestions. They attempt to help each of their advisees to recognize their own needs, to formulate constructive and feasible academic plans, and to make their own decisions in the light of these plans. The adviser-advisee relationship is particularly important in a college having a free-choice curriculum.

**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 students in finding appropriate employment upon termination of their college careers, 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 Employment Service.

**Skills Centers**—The aim of the General College Reading and Writing Skills Center is to provide students with the help they need when they need it. The 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. Such problems may concern writing a paper, reading a text, or filling out a form. Students may want to improve their vocabulary or spelling, or they may wish to learn how to take lecture notes or how to do library research. Whatever the study problem, students can obtain personal assistance simply by dropping in at the Skills Center during their free time any weekday.

The second function of the Skills Center is to offer 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 General College also provides a Mathematics Skills Study Center in which students may receive assistance with mathematics difficulties encountered in either mathematics or science courses. Computer terminals and electronic calculators are available for use by students in the center also.

## 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 college program. The material for the Comprehensive Testing Pro-

## General Information

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gram 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 students identify their 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 students and their advisers in planning appropriate courses of study.
2. **Descriptive**—To yield information about the educational development of the General College student population. The Comprehensive Testing Program, as well as tests taken by students prior to admission (e.g., American College Testing), provide information the faculty can use in evaluating the General College curriculum.
3. **Integrative**—To measure students' 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 students have taken advantage of opportunities to broaden their perspectives, strengthen their 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

**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 University of Minnesota abides by the provisions of Title IX, federal legislation forbidding discrimination on the basis of sex, and abides by all other federal and state laws regarding equal opportunity.

**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, including 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; this procedure 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.

Students who plan to do all of their work toward degree programs in the General College by taking courses through the Extension Classes and/or Independent Study Departments must submit the appropriate applications for admission to the University and Continuing Education and Extension. Assistance in applying to the University through Continuing Education and Extension is provided in the CEE Counseling Department.

**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 earlier in this section. Students transferring from one of the colleges of the University of Minnesota receive registration instructions during the admission interview. Students confer with their assigned faculty advisers when registering for succeeding quarters.

**Adding Courses**—During the first week of classes each quarter, students may add a course (or courses) to their programs—if the course is open—with the written approval of their advisers. After the first week of classes, students may add courses to their programs only with the written permission of both their advisers and the instructors of the courses; final approval must be obtained from the Office of the Dean. In certain cases students may enter closed courses during the first week of classes, but only with the written permission of the instructors of these courses and of the students' advisers. 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. An adviser's written permission is required for canceling courses. After the sixth week of the quarter, students may cancel courses and receive a W (withdrawal) if their work is satisfactory as of the date of cancellation. Instructors must certify that the students are passing as of the end of the sixth week. Students who cancel or otherwise leave a class and do 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 with their advisers to make sure they know the current procedures.

**Registration for Individual Opportunities**—After consulting with their advisers or other faculty members, students may register for Individual Study, for credit by examination, or for credit for college committee work. In order to register in any of these three areas, students should complete an application form, available in

## General Information

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the college office, and have it approved by a faculty monitor and by a representative of the Student Scholastic Standing Committee. Questions on the Individual Study application form, for example, including 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?

**Registration for 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, 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.

**Registration for Credit for Work Experience**—The General College grants credit for work experience 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 students have had work experience which they consider valuable to their education and for which they wish to receive credit, just as other students receive credit for classes taken. The General College considers such requests when the students provide a description of each job and state how the experience contributed to their knowledge, skills, and attitudes; how their employers benefited from the employment; and how the experience relates to their future educational and career plans. A college committee evaluates the work experience and determines the appropriate number of credits the students receive. Students may be granted up to 15 work-experience credits toward the A.A. degree, and up to 30 credits toward the B.A.S. or B.G.S. degree.

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

Students may request permission from their advisers to register for combination programs only after they have completed at least 1 quarter's work in the General College, and only if their grades for the preceding quarter are satisfactory. When students first register for a combination program they should take only one course outside of the General College. In subsequent quarters as much as one-half of the credit load may be taken in other colleges. Credits earned in courses taken in other colleges may apply toward the total required for any of the degrees offered by the General College.

**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. Students indicate at the time of registration the basis

on which they wish to be graded for each course. They may change their registration from A-N to S-N or vice versa during the first 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.

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

The A-N grading system used in the General College shows distinctions within letter grades by means of a numeric system. Numbers serve somewhat the same purpose as assigning 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:

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 thinks a student will be able to complete 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 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 interpreted as an indication of a lack of academic progress.

**Unsatisfactory Academic Progress**—The academic achievement and progress toward a degree of all General College students 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 course load are interpreted as indications of a lack of academic progress and a forecast of difficulty in future quarters. In such cases students may want to discuss their grades and study habits with a counselor. Students who have several incompletes or N grades for 2 succeeding quarters may have a "hold" placed on their records. Students whose records have been placed on hold may not reregister until they have conferred with a counselor. When both the counselor and the student agree that the hold can be removed, the student may register for another quarter. The purpose of such a review procedure is not to penalize students but rather to encourage them to work with a counselor in an effort to improve their academic performance. In many cases a counselor can help students overcome their academic difficulties. If their academic progress continues to be unsuccessful, the students are dropped by the college. Drop action is taken only after the students have been provided with ample opportunities to deal with their academic difficulties and to explore alternatives to their 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

## General Information

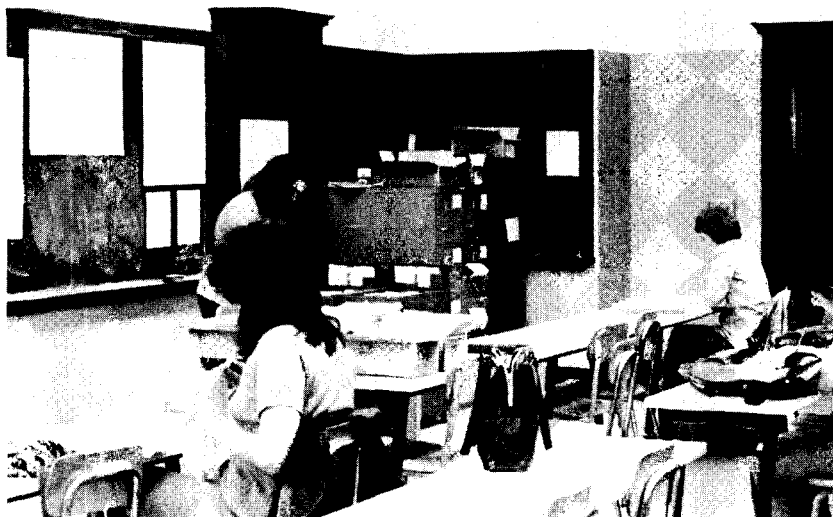
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should not apply to individual students. Students may, upon advice of their adviser or of a counselor, submit a request to the committee in the form of a petition. Petition forms are available in the Registration Center.

**Student Responsibility for Notices**—Personal communications from the college to individual students are sent directly to their local mailing addresses. 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 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 this application the student is asked to specify both educational and career objectives, relate past educational and work experiences to these objectives, and indicate how the General College offers 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 the proposal with an adviser or counselor in the Student Personnel office in order to make an alternative choice of program or to clarify or revise the 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. Communication, Language, or Symbolic Systems
- B. Physical and Biological Sciences
- C. Man and Society
- D. Artistic Expression

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 course descriptions in Section IV indicate the group or groups in which each course belongs. The number of credits required in each area may be met by taking appropriate courses or, after the student confers with an adviser, by demonstrating proficiency in an area by means other than course credits.

## Curriculum and Programs

Area	B.G.S.	B.A.S.
	General Studies	Applied Studies
Communication, Language, Symbolic Systems (GrA)	20	8
Physical and Biological Sciences (GrB)	20	8
Man and Society (GrC)	20	8
Artistic Expression (GrD)	20	8
Additional credits in areas B, C, and/or D	—	12

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 adviser, the student must demonstrate proficiency in the concentration and must 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 display 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



## Associate in Arts Program

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the demonstration of proficiency are individually designed by the student and adviser.

The third graduation requirement concerns residency. 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 an adviser or a counselor periodically to make sure that the student 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 planning to enter the General College, a prospective student should talk with a General College faculty member or counselor about the appropriateness of a 4-year GC 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>	Any 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 the 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.

**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, transfer students may be asked to discuss their plans with a college representative before final action is taken on their application. For a complete explanation of admission procedures, consult the University's *General Information Bulletin*.

## Curriculum and Programs

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**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. Students who do not qualify for the degree are encouraged to see a representative of the Comprehensive Testing Program Committee before registering for their 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 General College course work.

**Progress Toward Degree**—The typical 2-year schedule of events for high school graduates entering the General College is given below.

<b>Admission:</b>	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 <i>General Information Bulletin</i> . Application forms should be filed at least 2 months before the beginning of the quarter of expected entry.
<b>Orientation and Registration:</b>	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.
<b>Registration for Subsequent Quarters:</b>	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 <i>Minnesota Daily</i> 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.
<b>Graduation:</b>	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 or she 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 transfer plans with a counselor in the Student Personnel

## *Transfer to Other Colleges or Institutions*

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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 the desire to transfer, early planning is helpful. General College counselors and advisers can provide information about specific course requirements, majors, and educational options available at various colleges and universities. Informed educational decision making is important to a well-planned college career.

**Transfer to Other Colleges of the University**—Some students transfer to other colleges of the University after completing 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 the student 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 appropriate college and then meet with a General College counselor or adviser to discuss specific requirements.

**College of Liberal Arts**—The College of Liberal Arts (CLA) normally requires a student to have 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 some experience in the methods of the particular program the student intends to enter, at least one of the CLA courses completed should be in the intended major. Many students have found it to their advantage to complete most CLA liberal education distribution requirements before transfer, though it is not necessary to do so as a requirement for transfer. An individual student's pattern of skills will suggest how much General College course work is advisable 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 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 prebusiness 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 accepted 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 in order to be a serious candidate for admis-

## **Curriculum and Programs**

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sion. 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**—Students working toward transfer to another college in the University should make plans early in their college career. Although procedures and requirements frequently change, up-to-date information can be obtained from General College advisers and counselors. Students wishing to transfer within the University should make an appointment for an interview with a General College counselor at the time they submit an application. Because of application deadlines, transfer interviews should be arranged not later than midquarter prior to actual transfer, and even sooner if a transfer application is to be made to the College of Education. 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 students some knowledge of the natural world; of people's behavior and social organization; of people's achievement in the arts, literature, and philosophy; of the means people have found to communicate with their fellow men; and of the ways they have attempted to synthesize and organize their 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 in this section, although differing in specific objectives, have common purposes: to provide students with knowledge of the biological and physical sciences, to increase understanding of our physical environment, and to enhance 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.

**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, 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.

**Humanities**—General College courses in the arts, music, philosophy, literature, and language are designed to enlarge students' understanding of the human experience, to help them gain insight into themselves and their personal relationships, and to make them more aware of the world in which they live. Through study of the humanities, students can enhance their appreciation of painting, sculpture, music, architecture, and the art of the camera. They also may become more appreciative and discriminating readers. Above all, they will be introduced in these courses to some of the great riches of our own culture and of other cultures.

**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 student awareness of practical problems, and understanding of the means of creative solutions to them in the various systems of communication; and still others offer students opportunities to combine skills and understandings in various modes of self-expression.

**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.

**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 in this area 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.

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

### **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 a person broadly trained in communication skills, in problem-solving strategies, and in techniques of inquiry and discovery can apply these 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 offers preparation for today's jobs but may not equip the graduate for changes in job content or level of responsibility in the future.

Employers are recognizing the importance of broadly based post-high school education as a qualification for successful occupational experience. While some General College 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 technical schools or 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 have specific application to occupational life grew out of the expressed needs and interests of the students themselves. Examples are courses in interviewing, retailing and sales, and writing for business and professions. 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 special courses or experiences.

**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.

School of Dentistry 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 Division of Recreation, Park, and Leisure Studies in the School of Physical Education, Recreation, and School Health Education 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.

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 (17 credits) and fieldwork (15 credits).

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 RSG students who already have earned the A.A. degree may apply for admission to the General College baccalaureate program leading to a bachelor of applied studies degree.

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

**Legal Paraprofessional Education**—In an attempt to make legal services more widely available at reasonable cost, the legal profession is employing nonlawyers to a much greater extent than in the past. This increased utilization of nonlawyers in responsible roles has stimulated the development of collegiate programs for training legal paraprofessionals. With the support and cooperation of an advisory committee representing the legal profession, the General College offers programs for students interested in careers as legal assistants or legal administrators. Legal assistants aid lawyers in specific areas of law. Their duties generally include legal research, collection of information from the client, and preparation of legal documents. They must be familiar with the use and interpretation of reference materials such as law digests, encyclopedias, and practice manuals and must be able to initiate procedures and draft materials from which the lawyer will work. Legal administrators must have the same basic skills as legal assistants. Their

## *Curriculum and Programs*

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main duties, however, involve the general administration of law offices or legal departments and the training and supervision of nonlawyer personnel.

The legal assistant certificate program is 2 years or 90 quarter credits in length. It can, however, be taken as part of a baccalaureate degree program if other degree requirements are satisfied. The legal administrator program is a 4-year or 180-quarter-credits program. The first 2 years follow the same curriculum as that of the legal assistant program, with the latter 2 years devoted to courses in business administration, management, and supervision. Both certificate programs combine general education, business courses, legal specialty training, and supervised internship activities.

Prospective students interested in the paralegal 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 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, films, guest speakers, and several kinds of applied experiences. Work experience or its equivalent is required. Students 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.

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

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.

**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 radiologic technologists can acquire a broad academic background to complement their technical training.

The 27-month course in radiologic technology provides students with a strong foundation in basic sciences as well as practical clinical experience. The training



## Occupational Programs

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obtained through the program will enable graduates 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 first week of September. General College courses may be taken before beginning the radiologic technology sequence or concurrently with it.

Technical training in the Radiologic Technology Program provides students with 45 credits toward the associate in arts degree. Students wishing to earn a baccalaureate degree may apply 72 credits toward the 180 required.

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, Principles of Radiographic Exposure, Radiographic Anatomy, Fundamental Electricity, Radiological Physics, Special Radiographic Problems, Basics of Nuclear Medicine, Basics of Radiation Therapy, Radiographic Equipment and Systems Analysis.

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.

**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 treatment programs.

Preference in admission to the HSG Program is given to experienced individuals already working in the field: psychiatric technicians, group home counselors, case aide workers, LPN's, people with extensive volunteer work, etc. The HSG curriculum consists of 6 quarters of academic and practicum (on-the-job) 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 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 earned 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 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 Division of Industrial Education of the College of

## Curriculum and Programs

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Education, is designed expressly for persons now teaching in Minnesota's area vocational-technical schools or for persons with a background of technical training 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 students' 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 students in training for their personal vocational goals. Individualized training arranged in this way may vary in length, depending upon students' occupational goals, and may be 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 in an area vocational-technical institute or in a private technical school approved by the General College and by the State Department of Vocational Education.
2. The number of credits accepted toward a General College degree is determined on the basis of a ratio of clock hours of instruction to quarter credits. In general, a ratio of 30 clock hours to 1 quarter credit applies. However, the maximum amount of credit applicable toward the A.A. degree is 45 credits and the maximum toward both the B.G.S. and the B.A.S. degrees 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 for an A.A. degree and 45 for a baccalaureate degree. General College admission requirements apply to any student seeking admission to the General College component of any cooperative program.

Prospective students interested in degree programs combining work at a technical institute with study in the General College should discuss their plans with a counselor in the 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- or 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 both undergraduate and graduate students interested in pursuing careers in higher education.

The primary objective of the Undergraduate Internship Program in the General College is to provide an opportunity for interns to learn some of the skills and techniques associated with college teaching and counseling. Students develop individualized internship contracts under the supervision of a faculty member. An appropriate undergraduate internship activity is one in which the intern has a decisive role in shaping some aspect of counseling, instruction, or evaluation. The activity also must be one in which the intern develops a skill or technique associated with college teaching or counseling. Any university undergraduate may apply for the Undergraduate Internship Program if the intended work or study is appropriate to the educational goals of the student and of the General College. Non-General College students applying for the Undergraduate Internship Program should consult with their college advisers concerning the appropriateness of General College internship credits to their degree program.

The 5000-level courses described in Section IV 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 transcript notation and letters of recommendation from the intern's supervisors, formal recognition is given the intern's performance and the practical experience acquired during the internship 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 to 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 for the metropolitan area and for the state.



### III. MISSIONS AND GOALS

A college bulletin is written for a variety of purposes. The primary reason is to inform present and prospective students of the college rules, regulations, services, and curriculum. But the bulletin should also describe the mission of the college so that students, educators, and the public have some notion of the philosophy behind the rules, regulations, services, and curriculum. For some colleges within the University, the mission and related philosophy can be easily described. For others, the mission is not well understood, and the explanation must be expanded. The General College, with its mission of responding to the needs of students and society, has always included in its bulletin a statement of the philosophy that guides its mission along with a history of its development.

**On the Frontiers of Higher Education**—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, in recent 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—over 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 some

## Missions and Goals

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adjacent regions) 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 more than 40 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.

<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).

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 offers 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.

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 post-secondary 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.

Students use the general education program as a means of testing personal as well as educational objectives. They also may use it as a foundation for advanced study, or they 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

## Missions and Goals

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social group or a single topic, such as American Indian studies, Afro-American studies, Minnesota studies, 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 postsecondary 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-

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<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.



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 para-professional education and as students themselves continue to request freedom to design special courses of study in occupational fields.

**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 GI 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

## Missions and Goals

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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, or has sponsored, such projects as New Careers, Work Incentive Program, Newgate, Career Opportunity Program, Upward Bound, Careers in Urban Planning, the Martin Luther King Program, and Title XX (formerly Title IV). It operates the HELP Center, where special counseling attention is given to students in these programs. It maintains communication 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 the Department of Extension Classes 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.

## Educational Objectives

**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.
- 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.



## IV. COURSE DESCRIPTIONS

### COURSE NUMBERING SYSTEM

1000 to 1999 Open to all students.

3000 to 3999 Open to juniors, seniors. Sophomores with C+ average or with 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.

#### Course Numbers With Special Meaning

xxx7 Laboratory, internship, or work experience

xxx8 Special Topics

xxx9 Individual Study

**Note:** Special Topics and Individual Study course numbers will be assigned, as appropriate, by a member of the General College administration at the time a student registers for such a course.

### SYMBOLS AND ABBREVIATIONS

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

¶ Students must register concurrently in the course described and in the course or courses listed after the symbol.

# Students must obtain consent of the instructor in order to register for the course.

cr Abbreviation for "credit" or "credits."

prereq Abbreviation for "prerequisite."

**Note:** "Gr A, B, C, or D" following a course description denotes the distribution group in which the course belongs (see Graduation Requirements for Baccalaureate Programs, page 13). If more than one letter appears following a course, the course may be used in either group, but not in both groups.

### 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 studied in terms of interactions among atmosphere, oceans, land surfaces, and earth motions. Storms, seasonal change, climatic change, fair weather, air pollution, and distribution of moisture and energy considered from theoretical as well as applied standpoints. Basic principles of science applied to analyzing and forecasting weather, interpreting climates and climatic change, and realizing the great extent to which man interacts with his atmospheric environment. (GrB)

1112. **SCIENCE IN CONTEXT: MAN AND HIS ENVIRONMENT.** (5 cr)  
Study of ecology as applied to aspects of man's past, present, and future existence; application of biological principles and interrelationships between man and his environment. Principles of ecology as seen in structure and function of ecosystem; pollution of soil, water, and air resources; population explosion; and relationship of people, disease, food production, environmental controls to survival. (GrB)

1113. **SCIENCE IN CONTEXT: NATURAL RESOURCES, THEIR UTILIZATION AND MANAGEMENT.** (5 cr)  
Intelligent use of natural resources. Characteristics and management of land, water, soil, minerals, grasslands, forests, and wildlife in United States. (GrB)

1131. **BIOLOGICAL SCIENCE: PRINCIPLES.** (5 cr; 4 lect, 2 lab hrs per wk)  
Variety and relationships of living organisms illustrating general principles of biology as they apply to man, animals, and plants. Principles drawn from fields such as study of

## Course Descriptions

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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 with aid of tapes, pictures, graphs, movies, and experiments. (GrB)

- 1132. BIOLOGICAL SCIENCE: THE HUMAN BODY.** (5 cr)  
Problems of physical, mental, and social health related to anatomy, physiology, and needs of the human organism. In studying the heart, for example, instructor shows what it is, how it works, its importance to overall functioning of the body, what can go wrong with it, and what is known about keeping it on the job. Films, televised dissections, and demonstrations supplement lectures. (GrB)
- 1133. NATURE STUDY.** (4 cr)  
Greater appreciation and enjoyment of wild plants and animals in their natural environment. Techniques 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. (GrB)
- 1137. BIOLOGICAL SCIENCE: LABORATORY.** (2 cr; prereq 1131 or 1132; 4 lab hrs per wk)  
Through laboratory preparations, dissections, and microscope observations, students experience some problems, activities, and challenges that biologists encounter daily. Examination in some detail of relationships of genetics, anatomy, physiology, microbiology, and hematology. In small laboratory sections, students may gain insight into their functioning as biological entities and their relationship to other elements of life. (GrB)
- 1161. PHYSICAL SCIENCE: ASTRONOMY—SOLAR SYSTEM.** (5 cr)  
Introductory survey of solar system including earth, sun, planets, satellites, asteroids, comets, and meteorites. Topics include proofs of earth's rotation and revolution, celestial sphere, time intervals, motion and physical attributes of various members of solar system, and instruments used by astronomer. Class visits planetarium and observes sky through University telescope. (GrB)
- 1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY.** (5 cr)  
Introductory study of certain aspects of large-scale structure of universe, 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. (GrB)
- 1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS.** (5 cr)  
Energy is theme around which physical principles and methods are studied. Materials from mechanics, heat, electricity, wave motion, and modern physics selected for study as they clarify uses, transformations, and transfers of energy. Students gain understanding of basic physical principles, nature of energy crisis, and limitations imposed by natural laws on man's attempts to solve energy problems. (GrB)
- 1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY.** (5 cr)  
Fundamental principles and laws selected for study, stressing development and application of theories and their roots in experience. Topics and demonstrations include classification of matter, reactions, elements, atomic and molecular structure, chemical bonding theory, and other subjects which may vary from quarter to quarter. Students should gain general understanding of both content and process of the science of chemistry. (GrB)
- 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. Types of surface materials, such as rocks and glacial deposits. (GrB)
- 1172. EARTH SCIENCE: HISTORICAL GEOLOGY.** (5 cr; prereq 1171; 5 lect, 1 lab hrs per wk)  
Principles of physical geology enlarged upon and used as tools to unravel earth's past as recorded by rocks and fossils. Development of earth's physical features and changing patterns of life through time, with implications of the problems that challenge man's existence. Emphasis on problem solving and logical deductions from facts rather than on memorization. (GrB)
- 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 travelers interested in their surroundings and for those who are planning park and recreation careers. Projects and field trips are integral part of instruction. (GrB)

- 1177. EARTH SCIENCE: LABORATORY.** (2 cr; prereq 1171; 4 lab hrs per wk)  
Opportunity to explore certain earth science concepts in depth. Students carry out variety of experiments on open-ended problems and apply their previous knowledge to experimental situation. Several methods used to study numerous natural processes continually changing the earth. Experience drawn from physical and historical geology, hydrology, weather, and climate. (GrB)
- 3114. PERSONAL ENVIRONMENTAL HEALTH.** (5 cr; prereq 1132)  
Health as a product of harmony between 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 types of pollution, environment and personality, occupational health and industrial medicine, community health organizations and consumer costs, health in college community. (GrB)
- 3115. EVOLUTION AND 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. (GrB)
- 3134. NATURE AND ITS IMPACT ON THE MIND OF MAN.** (4 cr)  
Begins with field trips to some exciting natural areas in University vicinity. Aspects of nature ranging from leaf patterns to bird songs to smells of different types of forests and prairies, which may be common to arts of various societies, studied and appreciated in their natural settings. Students try their skills at interpreting what they have sensed in visual and literary arts. Some attempt simple scientific experiments. Includes reading and discussing treatment of nature in selected literature and analysis of nature art in local galleries and slide collections. (GrB)
- 3135. THE CARE AND KNOWLEDGE OF HOUSE PLANTS.** (4 cr; prereq 1131)  
How to care for plants and botanical aspects of plants. Anatomy and physiology of house plants as well as how to keep them alive and healthy. (GrB)
- 3164. SELECTED READINGS IN ASTRONOMY.** (3 cr; prereq one course in astronomy or equiv)  
Seminar based on readings in astronomy. Students select and read current in-depth articles based on their own interests. (GrB)
- 3181. MODERN PHYSICAL SCIENCES: ENERGY SOURCES AND CONVERSIONS.** (4 cr; prereq physics and chemistry—one course in college)  
Principles of chemistry and physics applied to energy conversion, types of engines, heaters and other devices, and to chemical and nuclear fuels and their different sources. (GrB)

## **Man and Society**

- 1211. MAN IN SOCIETY: DEVELOPMENT OF HUMAN SOCIETIES.** (5 cr)  
In interdisciplinary framework, students study society—major components, origin, development, and present structure—and its impact on population groups and on individuals. Scientific method and theories of social stratification and urbanization. Depending upon instructor, some sections explore additional topics, such as social conflict and planning. (GrC)
- 1212. MAN IN SOCIETY: URBAN PROBLEMS.** (5 cr)  
Using problem-solving, interdisciplinary approach, students examine some major urban problems, such as social class and poverty, social change, crime, and education. Emphasizes practical activities through fieldwork and/or community activities. (GrC)
- 1217. MAN IN SOCIETY: COMMUNITY SERVICE.** (15 cr or cr ar; prereq \*)  
Combining tutorial, fieldwork, and seminar experiences, interns devote considerable effort to study, analysis, and evaluation of a particular agency in Twin Cities community. Designed primarily for students who intend to concentrate their academic programs in urban affairs. (GrC)
- 1221. MINNESOTA: HISTORY.** (5 cr)  
Introduction to people and institutions of the state. Topics surveyed are geography, exploration, frontier settlement, statehood, economic development, politics, and social and intellectual history. (GrC)

## Course Descriptions

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- 1226. MINNESOTA: SCHOOL AND COMMUNITY.** (3 cr)  
Issues and possibilities in contemporary public, primary, and secondary education, with emphasis on role of citizens and parents in school support and policy making. New developments in teaching, curriculum innovation, de facto segregation, educational needs of social groups, function of school boards and PTA's, and after-hours community programs. Role of teacher aide as possible bridge between classroom and community. (GrC)
- 1227. MINNESOTA: COMMUNITY PROBLEMS.** (1-3 cr; limited to selected students who have done above-avg work in a social science course; prereq #)  
Functional approach to social sciences provides opportunities for limited number of students to observe contemporary society and its problems through intensive study of some social problem in immediate Twin Cities area. (GrC)
- 1231. UNITED STATES: GROWTH OF NATIONAL POWER.** (5 cr)  
Historical and political growth of national government in United States traced in three units: major issues in growth of central government from 1607 to 1970's; development of presidency; national, foreign, and security policies. (GrC)
- 1232. UNITED STATES: GROWTH OF TECHNOLOGY.** (5 cr, §3232)  
Inventive skill and application from early America to 20th century; technological development from crude beginnings to dominant characteristic of American life. Interaction of technology and history traced through units concerned with production of food, fiber, and metal; construction, transportation, and communication; and weapons. (GrC)
- 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 government. (GrC)
- 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. (GrC)
- 1235. UNITED STATES: LAW IN SOCIETY.** (5 cr)  
In order for students to acquire appreciation of role of law in our changing society, legal aspects of current topics discussed. Students select topics for study from the following: courts and court systems, corrections, police-community relations, environmental problems, drug problems, welfare and domestic problems, wills and probate, insurance, and consumer rights. When possible on individual or group basis, students visit conciliation, municipal, or district courts, prisons, workhouses, jails, juvenile detention centers, or similar institutions. (GrC)
- 1236. UNITED STATES: CRIME AND DELINQUENCY.** (4 cr, §3236)  
Views crime and delinquency within setting of community. Various types of criminality and processes through which individuals become involved in delinquent behavior. Various methods of crime control and treatment. Students, especially those seeking careers in social services, build theoretic framework that guides functioning of correctional institutions. (GrC)
- 1241-1242-1243. HISTORICAL BIOGRAPHY**  
Through study of individuals who have significantly influenced their times, courses seek to humanize history as well as to illustrate development of movements, eras, and nations. (GrC)
- 1241. HISTORICAL BIOGRAPHY: LINCOLN AND THE CIVIL WAR.** (3 cr)  
Centering on Lincoln, course examines origins, conduct, and implications of the Civil War. Among other personalities examined are Davis, Douglas, Grant, Lee, McClellan, Seward, Stanton, and Booth. (GrC)
- 1242. HISTORICAL BIOGRAPHY: THE GILDED AGE.** (4 cr)  
Interaction of individuals and history in last third of 19th century. Units deal with Western expansion (Custer, Sitting Bull, Miles, Chief Joseph); business and industry (Carnegie, Rockefeller, Huntington, and Hill); politico and reformers (Blaine, Cleveland, Bryan, and McKinley); writers and artists (Twain, Russell, Remington). (GrC)



- 1243. HISTORICAL BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.** (4 cr, §3243)  
To acquire understanding of America's present world position, students study such important figures of mid-20th century as Roosevelt, Churchill, Stalin, Hitler, Eisenhower, MacArthur, and Truman. Through such personalities, course looks into development and consequences of World War II and Cold War. (GrC)
- 1251. THE WORLD: 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. (GrC)
- 1252. THE WORLD: INTERNATIONAL RELATIONS.** (5 cr)  
Some basic problems of world community: war, conflict of ideologies, developing nations, international trade, and international law and organizations. Since authorities on world community often differ in methods of analysis, students learn about several important analytical systems, apply them to problems, and thus develop an individual approach. (GrC)
- 1261. CURRENT HISTORY.** (4 cr [may be repeated for max of 8 cr])  
Background and contemporary status of major foreign or domestic developments, such as challenge of Common Market; dangers to peace 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. Topics usually vary from quarter to quarter. (GrC)
- 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 nature of the revolution sweeping emerging nations. Analysis of factors contributing to rise of communism and nature of its challenge. (GrC)
- 1272. REGIONAL STUDIES: LATIN AMERICA.** (5 cr)  
Introductory overview of Latin America. Includes geography, history, culture, and politics of area. Focus on contemporary social, economic, and political problems of selected countries. Revolutionary movements, special relationship between Latin America and United States. (GrC)
- 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. (GrC)
- 1281. PSYCHOLOGY IN MODERN SOCIETY.** (5 cr)  
Introduction to science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how man perceives environment and learns from it, and psychology of behavior in groups. (GrC)
- 1282. FIELDS OF APPLIED PSYCHOLOGY.** (5 cr; prereq 1281)  
Survey of use of psychological principles in study of human affairs. Contributions of psychological research 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. (GrC)
- 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. (GrC)
- 1285. SOCIAL SCIENCE: CULTURAL ANTHROPOLOGY.** (5 cr)  
Human culture viewed as integrated system of behavior patterns learned and shared that serves to guide behavior of all members in a given society. 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 deemed worthy of such study. Power of culture to shape personality and power of persons to alter cultures. (GrC)

## Course Descriptions

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- 1291. SOCIAL SCIENCE: THE WORLD TODAY—GEOGRAPHY AT HOME AND ABROAD.** (5 cr)  
Interaction of culture and physical environment in student's own local area; comparison with other areas of world. Twin Cities, Minnesota, Soviet Union, and Japan observed within framework of entire earth and world patterns. (GrC)
- 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 externalities, and economic problems and planning for future. Topics approached in historical, comparative, and analytical dimensions. Emphasis on major economic issues of current interest. (GrC)
- 3217. URBAN AFFAIRS: INTERNSHIP.** (Cr ar; prereq #)  
Students examine programmatic aspects of community agencies, with special emphasis on evaluating effectiveness with which agencies meet stated goals and objectives. Consent of instructor or urban affairs coordinator required because students should have adequate background through traditional course work to understand agencies' roles in society, sufficient skills in communication and human relations to function as interns in agencies, and specialized course work to prepare for independent research activity. (GrC)
- 3225. APPLIED HISTORY: COMMUNITY PROJECT INTERNSHIP.** (Cr ar; prereq 1221, #)  
Working with participating historical interest agency and faculty monitor, students engage in projects entailing community interaction, including such activities as surveying and securing community opinion, resources, and support for particular agency project. (GrC)
- 3226. APPLIED HISTORY: ADMINISTRATIVE STUDY INTERNSHIP.** (Cr ar; prereq 1221, #)  
Working with participating historical interest agency and faculty monitor, students engage in projects aimed at gaining broad and/or detailed understanding of activities and administration of agency. (GrC)
- 3227. APPLIED HISTORY: RESEARCH AND EVALUATION INTERNSHIP.** (Cr ar; prereq 1221, #)  
Working with participating historical interest agency and faculty monitor, students engage in research and evaluation related to specific agency projects of reconstruction, interpretation, or publication. (GrC)
- 3232. THE GROWTH OF AMERICAN INDUSTRIAL TECHNOLOGY.** (5 cr, \$1232)  
Nature and impact of key inventions and business that grew from them in America over past 200 years. Includes such areas as fabricated materials, power sources, transportation, communication, and agriculture. Students expected to have previous college work in 19th- or 20th-century American history, economic problems, or business development. (GrC)
- 3236. MINNESOTA CORRECTIONS: PENAL ALTERNATIVES.** (4 cr)  
Penal system in Minnesota at adult level: St. Cloud, Stillwater, and Shakopee. Alternatives: diversion, probation, parole, half-way house, and other community-based programs. (GrC)
- 3241. BIOGRAPHY: CIVIL WAR AND RECONSTRUCTION.** (4 cr, \$1241)  
Lives of key individuals and interplay of persons and events during Civil War and Reconstruction periods. Centers on lives of figures such as Abraham and Mary Lincoln, Davis, Grant, Lee, Johnson, Stevens, and Douglass. Examines way such individuals have been portrayed in history and literature. Previous college courses in history or literature recommended. (GrC)
- 3243. BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.** (4 cr, \$1243)  
Centering on some leading personalities of World War II period (see GC 1243), course examines ways such individuals and events have been portrayed in history and literature by historical biographers and historical novelists. (GrC)
- 3251. THE WORLD: GREAT CITIES.** (5 cr; 1251 or 1252 recommended)  
Topics include New York, London, Tokyo, Shanghai, and other cities which vary from quarter to quarter. Histories of cities stressed as well as their preeminence in forming world community. Lectures, group research, and presentation of projects. (GrC)
- 3282. PSYCHOLOGY APPLIED TO SOCIAL PROBLEMS.** (4 cr; prereq 1281)  
Social-psychological analysis of social problems in society today. Techniques used by psychologists to deal with such issues as population, urban life, violence, race, and sex roles. Students expected to gain knowledge of how to deal empirically with problems facing society. (GrC)

- 3285. ANTHROPOLOGY OF THE CITY.** (5 cr)  
 Anthropologist's way of looking at urbanization as a process, and the city as a community made up of a variety of cultures. Ecological perspective as it relates to the whole of interaction between various cultures. Field study allows students to apply theories introduced at beginning to personal examination of one of the many cultures which make up the city in the 1970's. (GrC)
- 3286. SEMINAR FOR TUTORS IN PSYCHOLOGY.** (4 cr; prereq #)
- 3292. SOCIAL SCIENCE: URBAN PROBLEMS—GEOGRAPHIC PERSPECTIVES.** (5 cr)  
 Focus on Twin Cities metropolitan area, particularly the two central cities and selected suburban communities. Urbanization, cultural pluralism, environmental control, and shifting values among problems studied. Student committees examine a number of Twin Cities communities and present findings to class. Several other large American and foreign cities also studied. (GrC)

## Humanities

- 1311. ART: GENERAL ARTS.** (4 cr)  
 Students have opportunities to formulate and evaluate their attitudes and ideas about arts through examination of basic similarities which underlie all art forms. Concentrates upon painting, sculpture, music, architecture, and literature. (GrD)
- 1312, 1313. ART: ART TODAY I, II.** (3 cr per qtr; students may enroll for 1 or 2 qtrs in any sequence)  
 Students participate in selected fields of study related to contemporary art and art activity, generally in areas such as painting, film making, sculpture, architecture, and crafts. (GrD)
- 1331. MUSIC: INSTRUMENTAL MUSIC AND ITS TRADITIONS.** (4 cr)  
 "Listening awareness" developed through acquaintance with sound of orchestral instruments, traditional means of organizing music, and representative works of some major composers. (GrD)
- 1333. MUSIC: VOCAL MUSIC AND ITS TRADITIONS.** (4 cr)  
 Problems composer faces when setting music to words; musical materials and how composer achieves intentions. Musical types studied include folk song, popular song, hymn, chant, madrigal, art song, and opera. (GrD)
- 1334. ETHNIC AND REGIONAL MUSIC IN AMERICA.** (4 cr)  
 Distinctive musical traditions of American Indians, Black Americans, Spanish Americans, Minnesota immigrants, Appalachian mountain dwellers, and others. Music of each group studied in terms of musical content and sociohistorical background. Students complete individual or group projects which may include song collections or their original songs and which may be recorded on tape or written. (GrD)
- 1351. PHILOSOPHY: FUNCTIONS AND PROBLEMS.** (3 cr, §1861)  
 Designed for students with no previous training in philosophy. Opportunities for students to become acquainted with philosophy as an expression of various ways in which Western man sees relationships in the world of experience. Through practice in philosophical thinking, students come to understand and appreciate intellectual factors which bear significantly on orientations, values, and standards by which people choose to live. (GrC)
- 1355. PHILOSOPHY: PROBLEMS OF ETHICS.** (3 cr)  
 Student discovers and analyzes presuppositions, principles, and standards used in doing what is right. Nature and justification of moral judgments, extent of individual moral responsibility, and ethical foundations of democratic society. (GrC)
- 1357. PHILOSOPHY: MAN'S RELIGIOUS BELIEFS.** (5 cr)  
 Explores beliefs, rituals, and attitudes of the world's major religions in their historical, social, and cultural settings. (GrC,D)
- 1361. LITERATURE: WORLD LITERATURE—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. (GrD)
- 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 role as social critic and as citizen. (GrD)
- 1363. LITERATURE FOR CHILDREN.** (4 cr)  
 Survey of children's literature. For parents, prospective parents, or child-care workers who wish to become acquainted with children's literature and to guide children in selecting and reading books, or for other students who may not have had an opportunity to read books—including classics—when they were children. (GrD)

## Course Descriptions

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- 1365. LITERATURE: IDEALS AND VALUES OF THE UNITED STATES.** (4 cr)  
Ideals, values, and aspirations recorded by writers in the United States. Development of the democratic idea, emerging social problems, great variety of people who participated in shaping the United States, and issues that concerned them. Various methods and forms writers use to present their thoughts. (GrD)
- 1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE.** (5 cr; prereq §)  
Some typical and atypical ways 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 the arts and media. (GrD)
- 1367. LITERATURE: CONTEMPORARY BOOKS AND PERIODICALS.** (5 cr)  
Students read and evaluate current books, both fiction and nonfiction, and analyze book reviews and other selections in current magazines to see how writers today interpret their world and thus influence public opinion and contemporary thought. (GrD)
- 1371. LITERATURE: READING SHORT STORIES.** (3 cr)  
Representative short stories by American, British, and Continental writers. How individual writers have used the short story to express their ideas about human experience. (GrD)
- 1374. LITERATURE: THEATRE—FILM AND DRAMA.** (4 cr)  
Stage plays and films, both as art forms and as communication media. Students attend local film showings and theatre performances, view television dramas, and learn to write critical reports on what they see and read. (GrD)
- 1381. RADIO AND TELEVISION TODAY.** (3 cr)  
Television as a medium of communication, how it fits modern culture, and how it affects community, children, family life, and political process. Examination of radio-TV industry including programming, advertising, and regulating agencies. Substantial reading and class discussion. (GrD)
- 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 Twin Cities area. Students may also experiment with weaving, painting, ceramics, or other crafts. (GrD)
- 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 studied as means of exploring how Spanish and Indian artistic and social traditions have blended to form contemporary Latin American culture. (GrD)
- 1384. LIVING MYTHS OF GREECE AND ROME.** (3 cr)  
Origins and nature of gods and goddesses of ancient Greece, popular myths of early Greeks, meaning and importance of myths in personal and community life during great ages of Greece and Rome, and continuing life of ancient mythology in language, arts, and thinking of Western world in our own day. (GrD)
- 1391. CREATIVITY AND CREATIVE PERSONALITIES.** (3 cr)  
Through creative activity, students become aware of their own creative potentials and nature of creative process. Awareness broadened by additional study of several outstanding creative people of 20th century. (GrD)
- 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 lay listener. Main lines of development of 20th-century music explored through study of selected representative compositions by its most influential composers. Additional experiences to enhance understanding of current experiments and trends in avant-garde movements. (GrD)
- 3352. PHILOSOPHY THROUGH LITERATURE.** (4 cr, §1861-1862)  
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 artist in society. Class discussion aimed at making students aware of how philosophical abstractions relate to individual human life as reflected in works of literature. (GrC,D)
- 3354. PHILOSOPHY, SCIENCE, AND RELIGION.** (4 cr, §1354)  
Philosophical inquiry into conflict between modern science and religion. Provides a layman's orientation to historical and philosophical development of conflict, to status of

conflict today, and to scientific and religious attitudes and emotions. By analysis of logical and psychological consequences of religious and scientific world views and through discussion of areas of possible reconciliation, students gain objective understanding of various dimensions of the conflict. Students need not have had any previous course in science. (GrC,D)

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

Provides students who have limited background in ethical theory with some stimulating moral solutions. Through study of selected contemporary moral issues (e.g., truth in the marketplace, criminal punishment, abortion, etc.) presented from perspective of various ethical theories previously studied in 1355 (e.g., Kant, Utilitarianism, Stoicism, etc.), students gain better understanding of those issues and conflicts which precipitate them. Students apply each ethical theory studied to various contemporary problems presented, in order to examine in disciplined fashion practical implications of systems of moral philosophy applied to present problems. Evaluation of differing moral solutions encountered in everyday life. (GrC)

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

By attending critically to basic ideas, crucial assumptions, and fundamental questions of education and philosophy of education, students are encouraged to examine in disciplined manner their educational system and their own role and experience within it. Examination of old as well as recent theories and philosophies of Western education. (GrC)

**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. (GrD)

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

Individual projects in art or music. Projects may be extension of something learned in an arts class or may relate the arts to some other discipline. Students meet together weekly to help each other define goals, learn research techniques, develop critical attitudes, and become acquainted with resources available at University and in community. Students may consult with other faculty members when expert advice desired. Research results may be exhibited through written essays or verbal presentations (with or without audiovisual reinforcement) or may involve producing artistic projects. Students should have project in mind before registering. (GrD)

## 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 dictionary, word parts, and meanings in context in programmed textbooks, current college textbooks, and individually compiled contextual passages. Both written and oral classwork. (GrA)

**1402. COMMUNICATION SKILLS: READING, COMPREHENSION, AND STUDY SKILLS.** (3 cr)

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

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

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

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

**1412. GRAMMAR THROUGH WRITING: WRITING.** (3 cr, §1421; prereq ¶1411) (Writing, GrA)

Students practice principles of grammar, usage, and style and apply principles to writing. Programmed texts, taped examples and instructions, and recording machines used in some

## Course Descriptions

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sections. Written compositions include descriptive and personal sketches and narratives, characterizations, and autobiographical sketches. Opportunity for discussion of readings, dictionary exploration and instruction, and study of history and development of language in some sections.

### 1413-1414-1415-1416. INTEGRATED APPROACH TO COMMUNICATION

Through involvement in small-group projects and discussions, students become aware of communication processes and of relationships between writing and speech. Through classroom interactions, students learn about communication patterns and gain insight into how and why they affect others as they do. Students work at developing greater effectiveness in writing and speaking.

### 1413. INTEGRATED COMMUNICATION I: WRITING. (4 cr; prereq ¶1414) (Writing, GrA)

### 1414. INTEGRATED COMMUNICATION I: SPEECH. (3 cr; prereq ¶1413) (GrA)

Interpersonal communication, with particular emphasis on students' own patterns of interaction.

### 1415. INTEGRATED COMMUNICATION II: WRITING. (4 cr; prereq 1412 or 1413 or 1421 and ¶1416) (Writing, GrA)

### 1416. INTEGRATED COMMUNICATION II: SPEECH. (3 cr; prereq 1414 or 1461 or 1465 and ¶1415) (GrA)

How communication serves people in 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)

Students read and write descriptive narratives, characterizations, and autobiographical sketches. Personal help with individual writing problems. Emphasis on clear and effective written expression. (Writing, GrA)

### 1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY. (4 cr, §1423; prereq 1412 or 1413 or 1421)

Primarily through writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events, how they think about them, and how they write and talk about them. Students examine assumptions, inferences, and distortions involved in thinking; habits and processes of observation; factual and slanted reporting; persuasive devices; and cultural and cross-cultural communication. (Writing, GrA)

### 1431. FUNDAMENTAL COLLEGE MATHEMATICS I. (2 cr)

Divided into three parts; intended especially for students who have certain gaps in their mathematics backgrounds. Topics chosen, as needed, from number theory, algebra, and geometry. (GrA)

### 1432. FUNDAMENTAL COLLEGE MATHEMATICS II. (2 cr; prereq 1431 or §)

Divided into three parts; intended especially for students who have certain gaps in their mathematics backgrounds. Topics chosen, as needed, from number theory, algebra, and geometry. (GrA)

### 1433. FUNDAMENTAL COLLEGE MATHEMATICS III. (1-6 cr ar; prereq 1432 or §)

Divided into three parts; intended especially for students who have certain gaps in their mathematics backgrounds. Topics chosen, as needed, from number theory, algebra, and geometry. (GrA)

### 1434. SLIDE RULE. (1 cr)

Self-study of why and how to use slide rule. Programmed instruction in mathematical basis of slide rule and procedures for multiplying, dividing, squaring, cubing, finding square roots and cube roots, and combinations of these operations. Students who wish to learn to use slide rule may work through as much of program as desired without credit, or may earn credit by working through program and writing area tests and final examination with acceptable level of achievement. (GrA)

### 1442. FUNCTIONS AND PROBLEMS OF LOGIC. (4 cr)

Introduction to logical thinking. Students apply critical analysis and techniques of precise reasoning to various types of discourse and argument, and develop habits of systematic thinking by learning about complexities of language, by distinguishing between good and bad evidence, and by learning about deductive and inductive reasoning. (GrA)

### 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 abstract mathematical system using primitive concept of set as basis. Topics include set theory, relations, functions, groups, and fields. Extensive mathematical background not necessary. (GrA)

**1445. MATHEMATICS: INTERMEDIATE ALGEBRA.** (5 cr; prereq 1 yr high school algebra or algebra in 1431)

Concepts and manipulative skills of algebra in preparation for college algebra course. Topics include 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. (GrA)

**1452. APPLIED MATHEMATICS.** (5 cr; prereq high school algebra and geometry or algebra in 1431 or 4)

Designed to develop skills of solving problems against background of practical uses of measurements. Algebra used, trigonometry studied, and graphical techniques 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. (GrA)

**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. Limitations of methods of presentation. Requires only a working knowledge of arithmetical skills. (GrA)

**1461. ORAL COMMUNICATION: BASIC PRINCIPLES.** (5 cr)

In conversations, discussions, and prepared speeches, students share ideas, attitudes, and experiences with others; examine pervasiveness and function of communication in modern life; and inquire into how language functions as means of communication. Various uses to which people put speech and basic biological, psychological, and social needs uses are intended to satisfy. Given this framework, students listen and respond to communication of others and comment on what they see, hear, and feel. (GrA)

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

In order to discover and develop individual platform style, students prepare speeches of information, argumentation, and persuasion and deliver them in class. Classroom audience provides critical response to both content and presentation of speeches. Students examine methods used by professional speakers and are encouraged to make appropriate use of these in their own speaking. (GrA)

**1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION.** (3 cr)

Nature of groups, how they form and function, what purpose they serve in our society, and how leadership and other role behaviors emerge from their structure. Variety of group projects, activities, and discussions. (GrA)

**1465. ORAL COMMUNICATION: INTERPERSONAL COMMUNICATION.** (3 cr)

Emphasis on interpersonal communication. Students apprehensive about the "personal" dimension should not take this course. Students examine various aspects of their own communication patterns—verbal, nonverbal, and vocal—try to discover why they are effective or ineffective communicators, and try to uncover some origins of their communicative behavior. Course asks students to begin or deepen their search for identity and to aid others in their search, to study means people use to relate to each other, and to understand ways we alienate ourselves from each other. (GrA)

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

To heighten awareness of problems and challenges in academic and personal life, students solve problems in an open and trusting environment and become aware of their creative potential. Working individually or in groups, students use innovative techniques to help them perceive and approach problems flexibly and imaginatively. Readings and class exercises. (GrA)

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

Students learn to use basic equipment and to present story or message effectively. Fundamentals of camera work in shooting and editing film, presenting finished project, and techniques of adding sound effects or music. Emphasis on communication potentials of the medium and its effective use as tool for reporting results from wide variety of investigations. Students must have use of camera. Course does not provide opportunities for darkroom work, nor is it concerned with sophistications of art of film. (GrA, D)

## Course Descriptions

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- 1481. CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA.** (3 cr [may be repeated for max 9 cr])  
Laboratory activity provides opportunity for creative experiences in number of art media. Laboratory planned and operated to meet individual needs and interests of students and to provide means to develop creative awareness and ability. Includes reading assignments, lectures, and gallery trips. (GrD)
- 1483. CREATIVITY: MUSIC LABORATORY—MATERIALS OF MUSIC.** (3 cr [may be repeated for max 6 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. (GrD)
- 1484. CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.** (4 cr; prereq 1412 or 1413 or 1421, recommendation of a previous writing lab instructor and §)  
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. (Writing, GrA)
- 3423. WRITING THE RESEARCH OR SURVEY REPORT.** (4 cr, §1424; prereq 1412 or 1413 or 1421, 1415 or 1422 advised)  
Writing informal and formal survey or research reports; discovering information resources; developing multimedia techniques for securing, tabulating, and interpreting data; and organizing, illustrating, writing, and presenting final reports. Designed especially for students working toward baccalaureate degree and/or for those preparing for senior demonstrations. Close and frequent liaison between student, supervisor, or adviser in field of concentration, and professor teaching course. (Writing, GrA)
- 3463. BLACK DIALOGUE: PAST AND PRESENT.** (4 cr)  
Development, structure, and functions of Black dialect, spoken by approximately 80 percent 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." Styles, techniques, and messages of Black speakers involved in abolitionist, civil rights, and Black Power movements. (GrA)
- 3464. COMMUNICATION IN ORGANIZATIONS.** (4 cr; prereq 1461 or 1465, 5 cr in psychology)  
For managers, supervisors, and others who directly control quality of life of persons in organizations; 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. (GrA)
- 3465. COMMUNICATION FOR HEALTH WORKERS.** (4 cr; 1465 recommended)  
Special needs of communication which arise from stressful conditions often associated with health care. How to talk and relate to people in pain or discomfort; to those facing certainty or uncertainty of prolonged and serious illness; to the crippled, aged, dying; and to patients' relatives. (GrA)
- 3466. DYNAMICS OF TRANSRACIAL COMMUNICATION.** (4 cr; prereq 1461 or 1465 and §)  
Specific forces which affect people from different racial, ethnic, and cultural backgrounds when they try to communicate with one another. Intended to help students analyze transracial communication situations and describe forces affecting interaction, and to evaluate functional and dysfunctional aspects of their own communication in transracial settings. Substantial reading, class discussions, small-group discussions, group projects, and short papers. (GrA)
- 3472. CREATIVE SPEECH ACTIVITIES.** (4 cr; prereq 1461 or 1465 and §)  
Exploration of oral communication concepts in greater depth than in introductory courses. Students themselves determine the 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. (GrA)

## 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. Individual attention provided in three areas: career choice, pursuing and advancing career, or vocational psychology. (GrC)



- 1511. INTRODUCTION TO MODERN BUSINESS.** (5 cr)  
Intended for both business and general education students; 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. (GrC)
- 1513. PRINCIPLES OF SMALL BUSINESS OPERATIONS.** (5 cr)  
Environment and management of small business, problems of initiating business, financial and administrative control, marketing policies, and legal and governmental relationships. Designed specifically for those who plan to own or operate some form of small business in marketing-related area.
- 1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS.** (5 cr)  
Using only basic mathematical skills, students solve problems with percentages, simple interest and discount, compound interest, annuities, corporate securities, and depreciation. Through study of practical business situations, students develop calculation skills to assist them in dealing with various financial problems. (GrA)
- 1534. PRACTICAL LAW.** (5 cr)  
To acquaint students with common legal problems, course includes definition and sources of law, formation and discharge of contracts, torts (personal injury and property damage suits), criminal law, bailments, nature and classification of real and personal property, and joint ownership and tenancy. (GrC)
- 1535. INTRODUCTION TO DATA PROCESSING.** (4 cr)  
Basic aspects of data processing. Useful to anyone considering training for work involving tabulation equipment, programming, and computers. Includes definition of data processing, its history, some of its basic applications, and its social and economic effects. 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, suggestions for further study. (GrA)
- 1536. INTRODUCTION TO COMMERCIAL ART.** (3 cr [may be repeated for max 9 cr]; prereq previous art experience or #)  
Emphasis on design, lettering, graphic expression, and commercial processes fundamental to commercial art. (GrD)
- 1537. SALESMANSHIP.** (3 cr)  
Sales as an occupation, qualifications needed for successful career in selling and sales management. Principles and techniques practiced by such means as role playing and sales demonstrations. Resource people, guest speakers, recordings, films, and discussions provide material for students to develop sales-planning portfolios. Concurrent employment in selling or sales-related occupation recommended but not required.
- 1540. ACCOUNTING FUNDAMENTALS I.** (4 cr)  
Stresses basic accounting cycle for both service and merchandising businesses, including balance sheet and income statement methodology, and end-of-period adjustments. Other topics include special journals and accounting procedures for inventories, payables, and receivables. (GrA)
- 1542. ACCOUNTING FUNDAMENTALS II.** (4 cr; prereq 1540)  
Continues first-year accounting sequence. Topics include handling of dividends, retained earnings and treasury stock, debt, investments, financial reporting, and sources and uses of working capital. Examination of financial statements. Introduction to accounting for manufacturing operation and cost analysis problems. (GrA)
- 1544. BEGINNING TYPEWRITING.** (3 cr)  
Intended for students with no previous typewriting training; introduces keyboard, stressing touch method of typing. Students should attain proficiency of 30 wpm with accuracy and be able to apply this skill to preparation of business letters, tabulation problems, manuscripts, and reports. Designed to assist students in personal correspondence and in preparation of term papers and reports, and to provide them with foundation for possible vocational uses of typewriting.
- 1545. INTERMEDIATE TYPEWRITING.** (3 cr; prereq 1544 or 30 wpm)  
Entering with 1 year of high school typewriting and/or typing skill of approximately 30 wpm, students should attain proficiency of 45 wpm with accuracy. Emphasizes skills necessary for effective performance on job; includes such topics as business letters and their special features, tabulated reports, and report typing.
- 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 discussed in relation to text readings.

## Course Descriptions

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- 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. Topics 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. 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 it 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 emphasized, along with programming techniques such as switches, branching, use of input-output devices, editing fields for printing, and defining working storage areas and constants. Cobol used for writing programs. Includes use of computer whenever possible. (GrA)
- 1580. AN INTRODUCTION TO PARALEGAL CAREERS.** (1 cr; prereq \*)  
Intended to familiarize students with paralegal career field before they enroll in specialty courses. Emphasis on legal specialty areas in which paralegals most frequently employed. Duties generally performed and skills and understanding needed. Course taught by individuals in legal profession who employ paralegals and are involved in their training.
- 1615. GOAL PLANNING IN REHABILITATION.** (3 cr)  
Practical tools and training materials for clients and rehabilitation staff in achieving behaviorally stated treatment goals in individualized therapeutic programs. Directed toward goal setting in mental illness, mental retardation, chemical dependency, geriatrics, corrections, and welfare.
- 1631. SOCIAL WORKER AIDE: THE HELPING PROCESS IN THE SOCIAL SERVICES.** (3 cr)  
Dynamics of working with others with focus upon actual procedure of the helping process. Development of frame of mind or attitude for working with others, introduction to vocational areas, development of beginning skills in helping professions, and evaluation of individual interest and potential in social welfare. Instructional methods include small-group discussions. Field placement available. (GrC)
- 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 of 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. (GrC)
- 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. Historical, philosophical, psychological, and sociological aspects of leisure phenomena. Field placement is a course component. (GrC)
- 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 fine arts such as painting, sculpture, photography, or, in some cases, crafts. Students selected on basis of prior experience in art and on quality of their art work to date. Qualifying students expected to be practicing artists and to present portfolio of their work for previewing before entry into class. (GrD)
- 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, forms of writing used in business; in health, education, and welfare;

and in legal professions. Effort made each quarter to adapt content to vocational needs of students enrolled. Form, clarity, economy of expression, and suitable tone stressed. *Typed final drafts required.* (Writing, GrA)

**3560. PERSONNEL ADMINISTRATION.** (4 cr)

For both generalists and business students in certificate and baccalaureate programs—paralegal administrators, small business entrepreneurs, and other future business employers. Provides opportunity for students to pursue new job and career openings and to function more effectively as employers once they are hired. (GrA)

**3581. LEGAL STUDIES: BUSINESS ORGANIZATION.** (4 cr)

Major emphasis on legal organization of business entities. 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. Various instruments such as deeds, contracts, leases, deeds of trust 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)

Problems associated with planning for efficient use of financial resources during working life, at time of retirement, and after death of principal income producer. 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, post-trial motion procedures, appeal, enforcement of judgment, various types of litigation, and investigation of facts basic to adequate preparation for litigation. Particular attention to role of legal assistant to attorney in these matters.

**3585. LEGAL STUDIES: INCOME TAXATION.** (4 cr)

Detailed study of laws 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, various reference sources available to lawyers in determining applicable law, and 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**

**3602. APPLIED SUPERVISION.** (4 cr)

Practical approaches to supervision principles and problems in small- and medium-size business. Through case problems, role playing in simulated business situations, and decision exercises, students learn relationship between authority and responsibility as well as delegation process; manager or group decision-making methods; techniques of communication process between management and employees; practical knowledge of concept of job enrichment; and characteristics of the high-productivity manager. (GrA)

**3605. INTERVIEWING.** (4 cr)

For students planning to enter occupations in which structured communication—particularly formal interview—is a required skill. For students who are undecided about their life's work, course provides tryout experience in developing skill related to wide spectrum of occupations. Interactive process of interview and roles of participants in dyad; variety of communication patterns in interview context; and how the interviewer affects others (and others affect the interviewer) in goal-directed dyadic interaction. Students develop skills in general interviewing principles through actual and simulated situations. (GrA)

**3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.** (4 cr; prereq #)

Mental health as a social problem; changing needs and concepts of mental health; classification of mental and emotional disorders of constructs of psychodynamics; childrearing 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 somatotherapy, sociotherapy, and psychotherapy; and emerging paraprofessional practices in handling problem clients.

## Course Descriptions

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- 3614. PSYCHOLOGICAL INTERVENTION TECHNIQUES.** (3 cr; prereq Human Services Generalist student or #)  
To prepare students as service-giving employees 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. Emphasis on oral and written class performance. Oral 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. Emphasis on mental retardation as a problem for workers in helping professions and on progress made in educating and training the retarded. Defining disabilities, potential for rehabilitation, and current methods and approaches used to help the aged and physically and emotionally handicapped persons. Perceptions and attitudes relative to disability and rehabilitation, and work toward better rehabilitation processes.
- 3616. CREATIVITY: CRAFTS.** (4 cr; prereq soph enrolled in RSG, HSG or pre-OT program, or #)  
For students planning to use craftwork as therapeutic device in their professions. The broad families of craft materials and basic techniques for working them. Fosters development of creative and artistic attitudes toward materials, techniques, and products, and promotes development of flexible approaches to problems of equipment, facilities, and budget. Important concern is to make students aware of themselves in process of creating craftwork. (Limited primarily to sophomores and above enrolled in Recreation for Special Groups, Human Services Generalist, and pre-Occupational Therapy programs.) (GrD)
- 3621. HUMAN SERVICES: COUNSELING AND WORK WITH COMMUNITY RESOURCES.** (4 cr)  
Intended specifically for Human Services Generalist students. Designed to help develop skill in counseling clients regarding community resources, understanding of human services (mental health, mental retardation) available in Twin Cities area and how services may interrelate, and understanding of human services generalist concept and how generalist fits into human services field. Activities include small-group interaction, videotape practice, interviewing, and assembly of agency resource book.
- 3622. HUMAN SERVICES SEMINAR: INDIVIDUAL HELPING SKILLS.** (3 cr; prereq 3621)  
Goal is to improve skills of student in one-to-one situation: information-gathering techniques, receptiveness to nonverbal cues from client, awareness and use of own nonverbal behavior, and influencing behavior. Most class time devoted to practice of skills.
- 3623. HUMAN SERVICES SEMINAR: SMALL-GROUP FACILITATION.** (3 cr; prereq 3622)  
To familiarize students with significant elements of small-group development and function and to improve students' skills in small-group situations.
- 3627. FIELD EXPERIENCE AND SEMINAR.** (Cr ar; wky 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. Students expected to clarify identity as helping persons, to increase self-understanding, and to acquire skills in reaching out to people in need of help. Students responsible for discovering their niche in field of mental health as trained human services generalists.

## Personal Life

- 1701. INDIVIDUAL ADJUSTMENT.** (4 cr)  
To help students gain better understanding and acceptance of themselves and of others, course emphasizes psychological concepts of personal and social adjustment. Students study their own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs, and interests. (GrC)
- 1721. HOME LIFE: MARRIAGE AND FAMILY LIVING.** (5 cr)  
To emphasize particular values of family life for individuals and for society, course considers biological, psychological, and sociological foundations of the family. Adjustment

and human relationships in students' present and future home life, preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood. Topics include socialization, sexuality, mate selection, marriage, marital adjustment, contraception, reproduction, and parenthood. (GrC)

- 1722. HOME LIFE: PARENT-CHILD RELATIONSHIPS.** (3 cr)  
Interdisciplinary course aimed at helping students develop their own philosophy of child-rearing—attitudes, principles, and perspectives that will guide them in their relations with their children and in performance of their parental responsibilities. Focus on crises of parenthood. Relevant research is used to emphasize principles of parent-child relations and to prepare students for tasks of parenthood. (GrC)
- 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. Dynamics of behavior pathology; types of behavior problems usually seen at home, in school, and in social relationships; and effects of heredity, family experience, peer-group pressure, and socioeconomic class on development of behavior problems in children. (GrC)
- 1731. HOME LIFE: CONSUMER PROBLEMS.** (5 cr)  
Develops understanding of economic system from viewpoint of the family as a consumer unit. Emphasizes fundamentals of financial planning and personal economic decision making and application of these concepts to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit facilities, and obtaining and evaluating consumer information. (GrC)
- 1733. CONTEMPORARY SEX ROLES.** (5 cr)  
Informal working seminar in which members examine roles of men and women. Social roles and related concepts of expectations, informal and formal roles, role modification, and role reversal are used to study both sexes. Goal of course is to overcome sexual stereotyping. Focus is on analyzing the openness and rigidity of sex roles in childhood socialization; education; mate selection; marital, parental, and homemaking roles; occupations; and social trends. (GrC)
- 1735. HOME LIFE: HOME ENVIRONMENT.** (5 cr)  
Environmental approach to study of interrelationships of society, housing, and family living. Topics include urbanism, housing problems, new towns, housing needs and preferences, housing choices, and furnishing a home. Focus on social, psychological, economic, functional, and aesthetic factors involved in selecting and planning a home. (GrC)
- 1751. CREATING ALTERNATIVE FUTURES.** (5 cr, §3751; psychology, social sciences technology assessment recommended)  
Directed readings seminar. Historic and contemporary modes of thinking about the future and influence of futures thinking upon social development. Ways to influence the future. Extent of responsibility for futures creation that falls upon individual citizen in free society. Contrasting scenarios studied and created. Students and instructors will propose alternative futures as means of developing creative and critical thinking skills. Readings include *The Futurists*, *Think Tanks*, *Utopia or Oblivion*, *The Limits to Growth*, and variety of other technical, science fiction, and individually planned readings. (GrC)
- 1791. COLLEGE COMMITTEE WORK.** (Cr ar)  
Upon recommendation of a college committee, credit may be granted for student's active participation in work of a committee. For each credit granted, student is to have spent 30 hours in meeting time and preparation time combined.
- 3724. AMERICAN FAMILY LIFE-STYLES.** (4 cr; prereq at least 5 cr in family life courses or §)  
Focus on helping students gain better understanding of newly evolving forms of the family in contemporary American society. Alternative life-styles (communal living, single-parent families, extended family settings); masculine/feminine roles; and effects of social policy upon family organization. Lecture/discussion, guest speakers, and audiovisual aids present findings of psychology, sociology, anthropology, political science, and education. (GrC)
- 3725. THE INDIVIDUAL, SEXUALITY, AND SOCIETY.** (4 cr)  
Deals with three independently varying components of human sexuality and development: biological-constitutional component, sex-role behavior, and sexuality as form of communication. Focuses on cognitive aspects of sexuality rather than affective, with hope that students become more aware of the breadth of human sexuality and how we are both actors and reactors concerning our sexuality. (GrC)
- 3751. CREATING ALTERNATIVE FUTURES.** (5 cr, §1751; psychology, social sciences technology assessment recommended)  
See 1751 for description. (GrC)

## Coordinated Studies

### AMERICAN INDIAN STUDIES

- 1811. INDIAN PEOPLE IN MINNESOTA HISTORY.** (4 cr, \$3843)  
No textbook or common set of readings; instead, students work in small groups to prepare materials relating to one of several 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. (GrC)
- 1812. AMERICAN INDIAN LITERATURE.** (5 cr)  
To learn about American Indian traditions, aspirations, and contributions, students read poems, speeches, legends, stories, essays, and novels written by American Indians. Films, paintings, and music also form part of course content. (GrD)
- 1813. INDIAN PEOPLE IN CONTEMPORARY MINNESOTA.** (5 cr)  
Status and prospects of 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. (GrC)

### 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 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 20th century. (GrC)
- 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 Blacks in America. (GrD)
- 1817. MINNESOTA BLACKS IN CONTEMPORARY SOCIETY.** (5 cr)  
Interdisciplinary study of problems of 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 encouraged to examine topics in light of both their own values and what are commonly taken to be national American ideals. (GrC)

### CONTEMPORARY RACE RELATIONS

- 1822. CONTEMPORARY RACE RELATIONS: LITERATURE.** (5 cr; prereq ¶1823-1824-1825) (GrD)
- 1823. CONTEMPORARY RACE RELATIONS: WRITING.** (3 cr; prereq ¶1822-1824-1825) (Writing, GrA)
- 1824. CONTEMPORARY RACE RELATIONS: SPEECH.** (3 cr; prereq ¶1822-1823-1825) (GrA)
- 1825. CONTEMPORARY RACE RELATIONS: SOCIAL SCIENCE.** (5 cr; prereq ¶1822-1823-1824) (GrC)  
Employing techniques from four academic disciplines, students investigate problems of race relations which arise in such areas as employment, education, housing, welfare, and law and order. Individual projects, requiring considerable fieldwork, occupy appreciable portion of students' out-of-class time and demand good deal of individual initiative. Social science component helps students pose primary problems for investigation and provides necessary background materials and methodology. Group discussion and writing techniques guide students in surveying, acquiring, reporting, and generally communicating their findings. Literature concerns itself with human experiences like those students encounter while pursuing their projects. Only students able to undertake large amount of work outside classroom should enroll in this course.

## ENVIRONMENTAL PROBLEMS

1921. ENVIRONMENTAL PROBLEMS: NATURAL SCIENCE. (5 cr; prereq ¶1922-1923-1924) (GrB)
1922. ENVIRONMENTAL PROBLEMS: SOCIAL SCIENCE. (5 cr; prereq ¶1921-1923-1924) (GrC)
1923. ENVIRONMENTAL PROBLEMS: WRITING. (3 cr; prereq ¶1921-1922-1924) (Writing, GrA)
1924. ENVIRONMENTAL PROBLEMS: HUMANITIES. (3 cr; prereq ¶1921-1922-1923) (GrD)  
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.

## TOWARD A GOOD LIFE

- 3821-3822. TOWARD A GOOD LIFE. (10 cr each; prereq 45 cr advanced standing incl 5 cr each in natural science, social science, artistic expression, and symbolic systems)  
People's aspirations toward a "good life," their 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 are interdisciplinary and aim at enabling students to develop understanding of the nature of people and their relation to the 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 their own reasonable view of what constitutes a good life for themselves and for society. (GrA,B,C,D)

## MINNESOTA STUDIES

3841. MINNESOTA RESOURCES. (5 cr)  
Quality of life in Minnesota observed in context of the American Dream and the Good Life. Minnesota's resources—its people, physical environment, and economic activities—provide materials necessary for gaining knowledge and understanding of state. Films, slides, and audiotapes provide on-the-spot acquaintance with present-day Minnesota. (GrB,C)
3842. READINGS IN MINNESOTA HISTORY. (4 cr; prereq 1221 or #)  
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 a paper or utilize other method of communication. Emphasis upon location, analysis, organization, and presentation of information relating to a facet of Minnesota history. (GrC)
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. (GrC)
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. (GrC)
3845. MINNESOTA BIOGRAPHY. (4 cr)  
Interplay of individuals and events, and development of Minnesota, Midwest, and nation, examined through focusing on various themes such as politics, business, reform, military and cultural history. Current theme: Minnesotans who have influenced course of foreign policy—examined through lives of such figures as Kellogg, Stassen, Judd, Shipstead, Humphrey, and the Lindberghs. In addition to lives of select Minnesotans, course also covers resources available for study of individuals and state. (GrC)

## Course Descriptions

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

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

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

Current affairs and recurring issues: taxation, apportionment, urban and rural representation in legislature, centralized coordination of higher education, condition of iron range country, reform of correctional institutions, conservation, preservation of environment, city planning, etc. Depending upon developments, work of given term may focus upon single topic of considerable general concern. (GrC)

## College Teaching Internship Program

### COURSES FOR UNDERGRADUATES

**3001. GENERAL COLLEGE UNDERGRADUATE TEACHING INTERNSHIP.** (Cr ar [3 cr per qtr, 9 cr per yr max])

One-year (3-quarter) course designed to give undergraduate students experience in meeting various responsibilities they are likely to encounter when they become full-time faculty members. Experiences include interaction with small groups of students, such as in laboratory or recitation sections; formal lecture in classes; tutoring or working individually with students who have encountered difficulties with course work; participation in faculty seminars and committees; responsibility for making assignments and evaluating assignments by means of tests, papers, themes, or other evaluative techniques. Supervision by full-time faculty members.

**3002. GENERAL COLLEGE UNDERGRADUATE COUNSELING INTERNSHIP.** (Cr ar [3 cr per qtr, 9 cr per yr max])

One-year (3-quarter) course designed for students with prior training and/or experience in counseling who want to improve their 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 GC 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. Registration possible only with consent of head of GC Student Personnel Services.

### 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 in laboratory or recitation sections; formal lecture in classes; tutoring or working individually with students who have encountered difficulties with course work; participation in faculty seminars and committees; responsibility for making assignments and evaluating assignments by means of tests, papers, themes, or other evaluative techniques. Supervision by assigned full-time faculty members.

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

One-year (3-quarter) course designed for students with prior training and/or experience in counseling who want to improve their 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.



## College Teaching Internship Program

### 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 Internship Committee. Intern works directly with appropriate committee members and other University faculty.

### 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 and 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.





## V. FACULTY INDEX

### Division of Arts, Communication, and Philosophy

Leon Reisman, Professor and Head

Fred M. Amram, Professor	Charles E. Sigmund, Assistant Professor
Frank T. Benson, Professor	Elvin O. Balkcum, Instructor
Jerome E. Gates, Professor	Louis R. Bellamy, Instructor
Virginia M. Kivits, Professor	Richard D. Byrne, Instructor
Alex Kurak, Professor	Caroline M. Gilbert, Instructor
Margaret J. MacInnes, Professor	Karen S. Hilty, Instructor
Robert C. Rathburn, Professor	Gail A. Koch, Instructor
Louis T. Safer, Professor	Vernelle E. Kurak, Instructor
William A. Stockdale, Professor	Toyse A. Kyle, Instructor
Mary L. Wyvell, Professor	Carole M. Nelson, Instructor
Paul S. Hagen, Associate Professor	Marie H. Panger, Instructor
Evelyn U. Hansen, Associate Professor	Mary S. Sicilia, Instructor
Candido P. Zanoni, Associate Professor	Joseph Valentinetti, Instructor
Mary Ellen Gee, Assistant Professor	Donald M. Warren, Instructor
Stephen E. Keeler, Assistant Professor	

### Division of Science, Business, and Mathematics

Allen B. Johnson, Assistant Professor and Head

Douglas M. Dearden, Professor	Susan F. Knoblauch, Instructor
David L. Giese, Professor	Valerie A. Liston, Instructor
J. Merle Harris, Professor	J. Mark Ludlow, Instructor
Roger A. Larson, Professor	Annie M. McNair, Instructor
George J. McCutcheon, Professor	Karen Moore, Instructor
William B. Schwabacher, Professor	Thomas J. Ressler, Instructor
J. Dwight Denny, Associate Professor	Douglas F. Robertson, Instructor
Dennis R. Hower, Associate Professor	Carol M. White, Instructor
Niles H. Jefferson, Associate Professor	Marshall J. Besikof, Lecturer
Ivan M. Policoff, Associate Professor	Roderick D. Blanchard, Lecturer
Sarabeth T. Barnes, Assistant Professor	John P. Byron, Lecturer
Dennis M. Hammond, Assistant Professor	Thomas D. Feinberg, Lecturer
Patrick A. Kroll, Assistant Professor	Robert A. Heiberg, Lecturer
Ruth I. Larson, Assistant Professor	Peter Kahn, Lecturer
Alecia A. Buonocore, Instructor	Earle J. Niederluecke, Lecturer
Ronald L. Cain, Instructor	

### Division of Social and Behavioral Sciences

Thomas C. Buckley, Assistant Professor and Head

Wayne J. Anderson, Professor	Beverly J. Stewart, Assistant Professor
Henry Borow, Professor	Ronald J. Berk, Instructor
Forrest J. Harris, Professor	Thomas F. Brothen, Instructor
William L. Hathaway, Professor	Daniel Detzner, Instructor
Jeanne T. Lupton, Professor and Assistant to the President, University of Minnesota	David D. Foat, Instructor
Norman W. Moen, Professor	Todd J. Lefko, Instructor
Solomon Shapiro, Professor	Jean Montzka, Instructor
Fredric R. Steinhauser, Professor	J. Frederick Neet, Instructor
Fred A. Johnson, Associate Professor	Ralph J. Neubeck, Instructor
David L. Jones, Associate Professor	John P. Oldendorf, Instructor
M. Barbara Killen, Associate Professor	Karen M. Smith, Instructor
Sander M. Latts, Associate Professor	Gail Thoen, Instructor
Dewain O. Long, Associate Professor	Robert F. Williamson, Instructor
Virginia M. Juffer, Assistant Professor	Sherwood Ann Wilson, Instructor

## Faculty Index

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### **Division of Student Personnel Services**

G. Gordon Kingsley, Professor and Head

Leslie A. King, Professor and Counselor

Doloris J. Willmore, Assistant Professor and Counselor

Prabha Appasamy, Instructor and Counselor

Ronnellee M. Cousin, Instructor and Counselor

Michael V. Dotson, Instructor and Counselor

Daniel H. Helterline, Instructor and Counselor

Carroll D. Johnston, Instructor and Counselor

Charles B. Johnston, Instructor and Counselor

Michael A. Wollman, Instructor and Counselor

### **Consolidated HELP Center**

Fred M. Amram, Professor and Director

Beverly J. Stewart, Assistant Professor

Louis R. Bellamy, Instructor

Ronnellee M. Cousin, Instructor

Caroline M. Gilbert, Instructor

Daniel H. Helterline, Instructor

Lois Y. MacKenzie, Instructor

Jean Montzka, Instructor and Administrative Assistant

Antonio Perez, Instructor

William Smith, Instructor

Joseph Valentinetti, Instructor

### **Upward Bound Project**

Ronald J. Berk, Instructor and Director

Lynn Hudgins, Community Program Assistant

Bruce A. Schelske, Community Program Assistant

Assistant

Sharyn A. Schelske, Community Program Assistant

Assistant

## INDEX

	Page		Page
Abbreviations, Symbols and . . . . .	35	Curriculum	
Access to Records, Student . . . . .	6	(also see Course Descriptions	
Adding Courses . . . . .	9	and Courses) . . . . .	13, 18
Admission . . . . .	9	Communication Systems . . . . .	19
Associate in Arts Degree Program . . . . .	15	Coordinated Studies . . . . .	19
Baccalaureate Degree Programs . . . . .	13	Humanities . . . . .	19
Adult Special Classification . . . . .	12	Man and His Work . . . . .	19
Advising . . . . .	6	Man and Nature . . . . .	19
Area Distribution Groups		Man and Society . . . . .	19
of Courses . . . . .	13, 35	Personal Life . . . . .	19
Associate in Arts Program . . . . .	15	Faculty Index . . . . .	57
Admission . . . . .	15	General Education . . . . .	29
Graduation Requirements . . . . .	16	General Education Curriculum . . . . .	18
Progress Toward Degree . . . . .	16	General Information . . . . .	3
Baccalaureate Programs . . . . .	13	Governance, College	
Admission . . . . .	13	(committee work) . . . . .	5
Degrees . . . . .	13	Grades . . . . .	10
Example Programs . . . . .	14	Human Rights Policy . . . . .	8
Graduation Requirements . . . . .	13	Incomplete Work . . . . .	11
Progress Toward Degree . . . . .	15	Individual Opportunities . . . . .	3, 9
Canceling Courses . . . . .	9	Interdisciplinary Programs (package	
Combination Programs		programs) . . . . .	3, 52, 53
(other colleges) . . . . .	10	Internship Program, College	
Community Programs . . . . .	31	Teaching and Counseling . . . . .	25, 54
Comprehensive Testing Program . . . . .	7	Internship, Work Experience	
Continuing Education and		(practicum) . . . . .	5
Extension . . . . .	9	Job Placement . . . . .	7
Counseling . . . . .	5	Missions and Goals . . . . .	27, 32, 33
Course Descriptions		Notices, Official . . . . .	12
(also see Courses and		Occupational Education . . . . .	30
Curriculum) . . . . .	35	Occupational Programs . . . . .	20
Communication Systems . . . . .	43	Cooperative Programs With Other	
Coordinated Studies . . . . .	52	Educational Institutions . . . . .	24
Humanities . . . . .	41	Dental Assisting . . . . .	20
Internship, College Teaching		Human Services Generalist . . . . .	23
and Counseling . . . . .	54	Individually Planned Programs . . . . .	24
Man and His Work . . . . .	46	Legal Paraprofessional	
Man and Nature . . . . .	35	Education . . . . .	21
Man and Society . . . . .	37	Marketing . . . . .	22
Personal Life . . . . .	50	Radiologic Technology . . . . .	22
Courses		Recreation for Special Groups . . . . .	21
(also see Course Descriptions		Vocational Teacher Education . . . . .	23
and Curriculum)		Orientation . . . . .	7
Area Distribution Groups . . . . .	13, 35	Package Programs (Interdisciplinary	
Combination (other colleges) . . . . .	10	Programs) . . . . .	3, 52, 53
Individual Study . . . . .	3, 35	Petition . . . . .	12
Interdisciplinary (package) . . . . .	3, 52, 53	Practicum (work experience,	
Numbering System . . . . .	35	internship) . . . . .	5
Package (interdisciplinary) . . . . .	3, 52, 53	Procedures, College . . . . .	8
Special Topics . . . . .	4, 10, 35		
Credits (noncourse)			
By Examination (test-out) . . . . .	4		
For Committee Work			
(college governance) . . . . .	5		
For Studies at Other Institutions . . . . .	4		
For Work Experience . . . . .	4, 5, 10		

	Page		Page
Records, Access to .....	6	Transfer .....	16
Registration .....	9, 10	Of Credits .....	18
Residence Credits Requirement		Procedures .....	18
Associate in Arts Program .....	16	To Colleges Outside the	
Baccalaureate Programs .....	15	University .....	18
Scholastic Standing Committee,		To Other Colleges of the	
Student .....	11	University .....	17
Skills Centers .....	7	Unsatisfactory Academic Progress ...	11
Mathematics .....	7	Upward Bound .....	26
Reading and Writing .....	7	Work Experience .....	4, 5, 10
Special Programs, Courses,		Youth Community .....	26
and Topics .....	10, 35		
Student Personnel Services .....	5		
Student Scholastic Standing			
Committee .....	11		
Symbols and Abbreviations .....	35		