

This is the General Information, Programs and Services, and Requirements sections of the 1997-1999 University of Minnesota General College Bulletin.

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General College

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University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery**—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning**—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service**—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

Resources

This biennial bulletin describes General College courses, programs, learning opportunities, advising, registration, and transfer procedures. Information about quarterly course offerings, course changes, new courses, and special offerings is published each quarter and distributed as part of your registration materials.

Class Schedule—This publication is issued each quarter and distributed with your registration materials. It lists University day school courses with class hours, rooms, instructors, and prerequisites, and includes registration instructions, deadlines, maps, fees, final examination schedules, and other valuable information.

Course Guide—The *Course Guide*, a quarterly publication distributed at the University Bookstores, provides course information in addition to college bulletins and the *Class Schedule*.

Other Publications—Evening and summer courses are described in the *University College Extension Classes Bulletin* and *Summer Session Bulletin*, respectively. Separate bulletins are also published for other University colleges. Most bulletins are available in the Office of Admissions, 240 Williamson Hall.

The *General College Student Workbook*, which serves as an addendum to this bulletin, is particularly helpful in introducing you to important information, policies, and procedures that you need to know to be successful in your academic life. Information in the workbook includes Base Curriculum registration requirements, registration procedures and deadlines, academic progress information and requirements, and suggestions for beginning the process of academic planning. Your workbook will help you with time management and planning for transfer in your first year and will be a valuable resource throughout the year. The

workbook is distributed to new students during orientation or may be obtained from the Student Information Center, 25 Appleby Hall.

Adviser—You will be assigned an adviser when you enroll in General College. Your adviser will help you with educational planning and questions you may have about other academic matters and University resources, as well as help you assess and build skills related to time management, test anxiety, studying, goal setting, and career exploration.

Accommodations for Students With Disabilities—To accommodate students with disabilities, Appleby Hall has wheelchair accessibility; lowered signs, message areas, and drinking fountains; and signs in braille. Students who have handicaps or special needs concerning classes should let their instructors know so that accommodations can be made.

One of the first places disabled students might seek assistance is at Disability Services (DS), 30 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/626-1333, voice or TTY). DS works to protect the rights of disabled students and to assist the University in meeting its obligations under federal and state mandates. DS provides many services directly, such as information, referral, advocacy, support, and academic accommodations (i.e., interpreters, readers, tutors, etc.) for enrolled and prospective students with disabilities. DS will also assist disabled students in obtaining services from other University or community resources. Prospective students concerned about whether and how the University can accommodate their disability are welcome to visit the campus. For more information, contact DS.

University Counseling and Consulting Services—University Counseling and Consulting Services (UCCS), 109 Eddy Hall on the East Bank and 199 Coffey Hall on the St. Paul campus (612/624-3323 for both), offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Development Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation,

assessment, team building, conflict mediation, training, and workshops. UCCS's Office of Measurement Services (OMS) scores exams, surveys, and research instruments and provides consultation to University faculty and staff. OMS operates the Minnesota Statewide Testing Program for Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests. For more information, see <http://www.ucs.umn.edu/uccswww/uccs.html> on the World Wide Web.

Policies

Bulletin Use—The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for General College. It covers academic years 1997-98 and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

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

This publication is available in alternative formats upon request. Please contact the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008; e-mail admissions@tc.umn.edu).

This bulletin also is available in electronic format on the Internet and may be accessed via the World Wide Web.

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the

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Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Stephanie Lieberman, Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547). In General College, inquiries regarding compliance may be directed to Marjorie K. Cowmeadow, Associate Dean, General College, 109 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-0300).

Immunization—Students born after 1956 who take more than one University class are required under Minnesota law to submit an Immunization Record form.

The form, which is sent along with the official University admission letter, must be filled out and returned to Boynton Health Service within 45 days of the first term of enrollment in order for students to continue registering for classes at the University. Complete instructions accompany the form.

Extracurricular Events—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

Smoke-Free Campus Policy—Smoking is prohibited in all facilities of the University of Minnesota, Twin Cities campus except for designated private residence hall rooms.

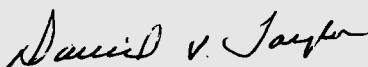
To New and Continuing General College Students:

On behalf of the faculty and staff of the General College, I extend to you a very warm welcome. We are very pleased that you have decided to begin your studies at the University in the General College. This bulletin has been designed to ease your transition into the college community. It provides essential information concerning the academic programs and services that we offer. I also urge you to consult the *General College Student Workbook* for detailed discussion of University policies and student responsibilities.

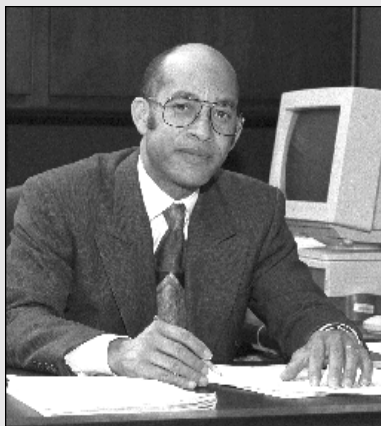
There are many things that we simply could not include in the bulletin, such as the opportunities you will have for participating in the vast array of cultural and entertainment activities in the greater metropolitan area. Our hope is that you will take advantage of these opportunities to enhance your academic and intellectual growth.

The General College community stands prepared to assist you in achieving your academic goals. We look forward to a productive relationship leading to graduation and meaningful employment opportunities.

Sincerely,



David V. Taylor, Dean



Programs and Services



General College (GC) of the University of Minnesota is housed primarily in Appleby Hall on the East Bank of the Minneapolis campus. GC was founded in 1932 to study the typical college student of the time and develop an appropriate educational experience for those who probably would not complete four years of study.

For more than 60 years, the college evolved to meet the changing needs of a range of students seeking access to higher education through the University of Minnesota. In the 1940s and 1950s, returning veterans after World War II and the Korean War dominated the student population. In the late 1950s and early 1960s, a new emphasis on science, mathematics, and engineering across the nation provided a new group of students. In the 1960s and 1970s, the University and GC turned their attention to students of color, bypassed populations, and adult and lifelong learners.

Now, with the University's renewed emphasis on providing high quality and rigorous public education, GC is again reassessing and redefining its role in higher education and the University. In January 1986, the University regents approved the discontinuance of the college's baccalaureate and associate degree programs by summer 1991 and the phasing out of its certificate programs by 1988. Their action mandated that the college again assess its role in a newly defined University.

Under its new mission, the college faculty and staff are concentrating their full attention and research on the preparation of students for transfer to schools and colleges of the University and other higher education institutions. As the University focuses on improving undergraduate education, increases preparation standards, unifies baccalaureate degree requirements, and expands graduate education opportunities, GC provides a strong connection to the University community for students seeking to develop their academic potential.

GC provides an environment for a diverse population of students, faculty, and staff and seeks to encourage multicultural perspectives in its activities.

The Mission of General College

GC enrolls, and prepares for admission to University degree programs, students who require special preparation because of personal circumstances or previous education.

GC serves those students who can best benefit from their early integration into the University and who are willing to direct their energies to a rigorous baccalaureate education. Providing meaningful access to that type of undergraduate education offered in a major research university for students who are underprepared engages GC faculty and staff in their teaching, research, and service.

To serve its students and fulfill its mission, GC faculty create curricula supportive of the students' acquisition of abilities and knowledge needed for success in the larger University. In their research and creative activity, GC faculty reflect the interests of varied disciplines and the common goal of discovering how meaningful educational access is achieved.

Pursuing this mission, GC plays a special role in the University's realization of the egalitarian principles that sustain its vitality as an urban, land grant, research institution.

Philosophy of Education

In keeping with GC's mission, the philosophy of education in the college is supportive of students who demonstrate academic promise and commitment to achieving a University of Minnesota baccalaureate degree. The administration, faculty, and staff of the college share the conviction that the college must provide a curriculum and learning environment that encourages and enables students to fulfill their academic potential. Hence, the curriculum of the college emphasizes communication and computational skills integrated with liberal education, focuses on preparation for transfer and for baccalaureate study in a variety of programs, and seeks to develop students' abilities to bring together educational and career goals in a multidisciplinary and multicultural setting.

The college faculty and staff are committed to fostering the integration of knowledge in a community that recognizes the need for lifelong learning. Students have available the vast

academic, professional, and social resources of a major metropolitan university while, at the same time, GC is their first academic home, providing them with an exciting, challenging, and stimulating milieu for exploration and discovery of ideas and for application of learning to their lives. GC strives to be a diverse community of students, faculty, and support staff, who value education as both ennobling and constructive, leading to a richer, more fulfilling life.

Base Curriculum Program

Research has shown that students who get off to a strong start in their first two quarters of college are more likely to be successful in completing a college degree. Accordingly, GC allocates a significant proportion of its resources to provide a supportive learning environment for students in a program called the Base Curriculum (BC). This program is for entering students whose academic preparation may not meet expected standards for University degree-granting programs. During their first year, students are expected to complete this program, which includes courses in writing, mathematics, natural sciences, social sciences, and humanities. Learning supports in those courses encompass tutoring, supplementary instruction, computer-assisted study, special advising, and counseling for academic planning. Thus students are served by faculty working in partnership with professional advisers, peer advisers, student services personnel, research specialists, and support staff who function as a comprehensive team.

The Base Curriculum program provides the most supportive instructional environment possible in which students can develop the skill and knowledge required for success in baccalaureate programs. In addition to innovative instructional methods, this support includes early and continued monitoring of students' academic performance with timely advice to students about their progress and means for improvement.

Goals of the program are to 1) enable students to meet increasingly rigorous preparation standards and liberal education and transfer requirements; 2) address the need for improved retention of underprepared and nontraditional populations; and 3) implement instructional strategies whose effectiveness has

been demonstrated through experimentation and practice. An evaluation process accompanies the program to ensure needed refinement and the successful attainment of its goals.

Integral to the program is Student Services, which has the primary advising responsibility for students entering GC. Working with faculty, advisers assist students with 1) University and GC orientation; 2) academic planning, course registration, and review of academic progress; 3) educational and career planning leading to decisions about possible majors and college programs; and 4) developing expertise in using the opportunities and resources of the University to achieve their educational goals.

Transition Curriculum

Students who have completed Base Curriculum coursework may register for courses in the Transition Curriculum (TC), which is characterized by more traditional coursework and by the expectation that students possess and can apply increasingly complex academic skills and that they need decreased levels of institutional support.

University College Extension Classes (UCEC)—GC offers a number of its courses annually through University College Extension Classes. Such courses are offered both on campus and off campus in several high schools and community settings. Complete information about these courses is available in the current *University College Extension Classes Bulletin*.

Special Learning Opportunities

In recognition of the possibilities for learning that extend beyond the traditional structure of the classroom course, GC offers special and individualized opportunities for enriching your education, many of which are described below. For more information, consult your adviser, a faculty member, or the GC Student Information Center, 25 Appleby Hall (612/625-3339).

Directed Study is self-defined learning. Students assume full responsibility for determining what they want to learn, setting goals, designing a course of study, and finding an appropriate faculty member to guide and

monitor the project. The intent is to provide the means for students to pursue studies and educational objectives *not already available to them in established courses of the curriculum*. Study plans and projects should be aimed appropriately at the student's level of ability and attainment, and should be within the legitimate province of GC and its faculty. Through this means, students who have shown unusual interest and ability in a particular course may elect to work on a related aspect or problem, studying it comprehensively, or undertake directed study within the expertise of the faculty member.

To arrange for Directed Study, you must file a contract form that you work out in consultation with your faculty mentor. Contract forms are available in 140 Appleby Hall and should be returned there. They must be co-signed by your faculty mentor and then approved by the director of academic affairs and curriculum (240 Appleby Hall) and the college registrar (25 Appleby Hall). Credits earned in directed study do not usually transfer to other units in the University without special review or petition, so it is important to maintain records of your project.

Teaching/Counseling Experiences are available for qualified undergraduates through the Office for Special Learning Opportunities (OSLO), 220 Johnston Hall (612/624-7577). Through OSLO, students may be able to arrange for study in which, working under the supervision of a faculty member, they can learn some of the skills and techniques associated with college teaching and counseling.

Commanding English is a year-long, intensive combination of courses for GC students for whom English is a second language. All such students are required to report recent scores on the Michigan English Language Assessment Battery (MELAB) as part of the application process. Commanding English serves those students whose scores on this test range from 65 to 77. Any student for whom English is not their first language should allow enough time in the application process to complete any testing requirements. For application information, contact the GC Student Information Center, 25 Appleby Hall (612/625-3339); to sign up for the MELAB test, call the Asian Pacific American Learning Resource Center (612/624-2317).

The **Academic Resource Center (ARC)** is a clearinghouse for GC tutorial services in math, writing, and other subject areas. The ARC is committed to

- helping GC students achieve academic success.
- supporting the college curriculum.
- creating life-long learners.
- encouraging students to assume responsibility for their own learning.
- helping students find appropriate resources and systems of support.
- fostering respect for individual differences.

The **ARC** features a test-taking area, Macintosh and IBM computers, training for e-mail and other computer applications, and math placement assessment.

- The **Math Center** (9 Appleby Hall) provides walk-in assistance to students for math and math-related courses and assists students who experience math anxiety.
- The **Writing Center** (17 Appleby Hall) helps students with writing at any stage of completion through one-to-one consultation and electronic consultation at writers@maroon.tc.umn.edu.
- **Computer Accommodation** (11 Appleby Hall) provides a real-world setting where users can see various computer accommodation products (e.g., image enlargement software, talking monitors, braille printing, voice recognition, document scanning, and ergonomic furniture) in action and gain experience using them.

No appointment is necessary to use the ARC. Simply stop by 11 Appleby Hall, sign in on the computer, and tell the receptionist what you need. The ARC (612/626-1328) is open Monday through Thursday, 8 a.m. to 7 p.m.; Friday, 8 a.m. to 4 p.m.; and Saturday, 10 a.m. to 2 p.m.

The Undergraduate Research Opportunities Program (UROP) offers financial awards to undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. The program, sponsored by the University's Office of Academic Affairs, provides students with the unique educational experience



Curt Griesel of Academic and Distributed Computing Services assists a student using a special large-print computer system in the Academic Resource Center, 11 Appleby Hall.

of collaborating with a faculty member on designing and implementing a project.

All full-time University undergraduates are eligible to apply for UROP funding. Applications are judged on the quality of the proposed project and the educational benefit to the student, and awards are granted to the strongest proposals. For application guidelines and more information, contact the director of academic affairs and curriculum, 140 Appleby Hall (612/625-2880).

General College faculty research projects range over a number of fields and methods. At times, GC students have the opportunity to participate in that research. Faculty sometimes welcome collaboration through UROP or other, less formal, arrangements. You can find out more about current GC research projects through discussion with faculty members.

Study Abroad—GC strongly encourages you to consider overseas study experiences in your undergraduate program. Study abroad can strengthen your application for transfer to another college, help prepare you for a multicultural workplace within a globalized economy, and contribute greatly to your knowledge of the world, your self-confidence,

and your understanding of your own culture. You can earn full credit toward your degree while overseas and can usually apply your financial aid. Two kinds of study abroad opportunities are especially attractive to freshmen and sophomores. Intensive language programs in such countries as Austria, China, France, Mexico, Russia, and Spain permit you to do two or three quarters of language in a single quarter's study abroad; and a new program, Liberal Education in England, permits you to fulfill six of the University's liberal education graduation requirements in the space of six weeks during the summer. Even if you prefer to wait until your junior year, your planning should begin now. To explore your options, make an appointment with a study abroad options adviser in 102 Nicholson Hall (612/626-4782).

The General College Student Board is a student government association that represents the GC student body. This association, like all other student government associations at the University, is funded by the Minnesota Student Association (MSA). Student Board members are GC students who have a strong commitment to students and the future of the GC community.

Statement of Purpose—The General College Student Board

- provides a forum for speakers to make presentations of interest to the GC student body.
- is an avenue for GC students to share ideas and talents and to encourage personal, social, political, and academic growth.
- represents the student body on GC standing committees (Policy and Planning, Admissions and Advancement, and Curriculum) and in MSA.
- provides social activities and events of interest to the student body.
- implements changes through organized efforts.

Membership on the Student Board is open to all GC students. Former GC students may be alumni members. Any student who wants to share in our vision to make GC the best it can be and who is willing to be an active member is welcome to serve on the Student Board. To become a Student Board member, stop by the Student Information Center, 25 Appleby Hall, for information. The Student Board office is in 120 Appleby Hall (612/625-6004).

The Student Support Services (SSS)/TRIO Program, funded jointly by the U.S. Department of Education and General College, is a multidimensional program that helps students succeed during their crucial early quarters at the University so they will be more likely to graduate. Each fall SSS targets between 100 and 120 new students to be part of the total SSS/TRIO community of 240. Services provided to program participants include intensive advising and counseling, group and individual tutoring, academic planning, career exploration, and ongoing support as students transfer to other colleges within the University.

To be admitted to SSS/TRIO, a student must meet *at least one* of the following eligibility requirements, as determined by the federal government: the student must be a first-generation college student (neither parent having a four-year degree), must meet income guidelines, or must have a physical or learning disability. For more information, contact the SSS/TRIO Program, 40 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-0772).



Samuel Edwards, math tutor, helps students with their math courses in the Math Center, 9 Appleby Hall.

Upward Bound, a TRIO program, is a college preparatory program for low-income, first-generation high school students who have the potential to succeed in college. It is funded jointly by the University of Minnesota and the U.S. Department of Education. Reading, writing, and mathematics skills development are emphasized in the academic segment of the program; theatre, art, athletic, and experiential educational activities constitute the creative and recreational component. Emphasis is on an individualized curriculum and teaching and learning methods that foster the building of positive self-concepts. In addition to completing a six-week residential term, Upward Bound students participate in a program of tutoring and academic coursework during the regular academic year. The Upward Bound Program is in 40 Appleby Hall (612/625-0772).

The Ronald E. McNair Program at the University is a TRIO program that prepares low-income, first-generation college students for graduate study. The University of Minnesota is one of only 90 schools in the nation funded by the U.S. Department of Education to offer this program. Services include

- academic counseling.
- tutoring.
- Graduate Record Examination test preparation.
- paid research internships.
- mentoring.
- Graduate School application assistance and advocacy.
- seminars to help participants prepare for Graduate School.

Students should have completed 75 quarter credits with a GPA of 2.75 or above. If you think you are eligible, pick up an application in 40 Appleby Hall or call 612/625-0772 for an appointment with a McNair adviser. The McNair staff will discuss your plans with you, assess your needs, and answer your questions about the McNair application process.

The Student Parent HELP Center is an all-University program housed in GC to help low-income undergraduate student parents find funding sources for their child care costs. The center also answers questions and assists student parents regarding their educational and academic goals and makes referrals to community programs that can help with other family needs. Funding for child care programs operated by the HELP Center comes from the Minnesota Non-AFDC Post-Secondary Child Care Program and a variety of off-campus private grants that help student parents with their child care needs. Students are also referred to appropriate community- or county-based programs for help in meeting child care and other family needs. Student parents and their children are invited to participate in a variety of HELP Center enrichment and support opportunities such as the annual December holiday event and weekly student parent peer support meetings. In addition, the HELP Extension Grant Program provides eligible student parents with grants for University College Extension Classes course tuition and book costs. HELP Center student parents are welcome to use the student parent study room, 133 Appleby Hall, and meeting room, 135 Appleby Hall. These rooms are equipped with computers, telephone, typewriter, refrigerator, and microwave.

University Day Community is an adolescent treatment center for educationally, emotionally, and behaviorally dysfunctional youth. University Day Community operates five separate programs: U-Day, City Quest, Pro-Teen, Echo Eliot, and Henry Day Treatment. The programs are funded primarily by Hennepin County Community Services along with other contributions from GC, the University of Minnesota, public schools, and the federal government. Services include family, personal, and group counseling; art and experiential therapy; and individualized academic programming. These behaviorally based programs also provide internships, field experiences, and work-study employment opportunities for University students. The

University Day Community Center is located at 101 27th Avenue S.E., Suite 101, Minneapolis, MN 55414 (612/627-4107).

General College Student Services

GC Student Services staff work closely with the college faculty to provide a supportive learning community where students can grow to meet the educational challenges of University learning. Each student's educational growth is supported by a professional academic adviser, assigned at the time students attend orientation and registration in August. Structured programming is also provided for students in the following areas.

- Orientation.
- Registration.
- Skill and career assessment testing.
- Quarterly interventions when instructors report academic difficulties to the student's assigned adviser.
- Academic progress review at the end of each quarter, followed by structured academic intervention programs for students on probation.
- Transfer and career planning related to students' goals and progress.

General College Student Information Center— 25 Appleby Hall (612/625-3339)

The Student Information Center serves as a quick source for help in matters that do not require a meeting with an adviser. Staff also schedule appointments with advisers and provide information, referrals, and assistance for current and prospective GC students in the following areas.

- Scheduling required testing and orientation programming for prospective students.
- Scheduling adviser appointments for prospective students and college tours for prospective students and their families.
- Providing brochures, GC bulletins, forms for requesting a change in adviser assignment, petitions, or other forms needed by students.

- Referrals to college instructors and advisers.
- Information and assistance in filing petitions for exceptions to college policies or college registration deadlines.
- Scheduling appointments with GC advisers.
- Referring students to other University and GC offices to obtain information on financial aid, transfer to other colleges, tutoring services, and other information.
- Providing information about registration deadlines and procedures.
- Referring students to an "on-call" adviser for quick questions.
- Checking on registration holds and how to clear them.
- Helping students with magic numbers for closed courses.

Transfer and Career Center— 127 Appleby Hall (612/624-4346)

The General College Transfer and Career Center is staffed by professional counselors who help students explore educational, occupational, and career opportunities. Students may schedule an individual appointment or use the center on a walk-in basis.

Career and Personal Development Focus— Assistance with

- learning about yourself.
- assessing, testing, evaluating career possibilities.
- learning about decision making and ongoing career development.
- deciding about a major and a college for transfer.
- increasing motivation.
- solving personal problems and dealing with interpersonal stress.

30-80 Credit Check-in, Transfer Planning— Assistance with

- exploring decisions and goal setting.
- preparing a transfer plan.

- transfer deadlines and applications.
- making appointments with visiting adviser liaisons.
- referrals to University of Minnesota transfer specialists.

Resources Available to Help Guide Students in Their Career Search:

- Multicultural career resource library.
- University of Minnesota “Majors Information” files.
- Computerized career guidance programs:
 - Discover.
 - Minnesota Career Information System.
- Study abroad internship and scholarship information.
- Quarterly:
 - Workshops on exploring educational goals, majors, and career opportunities.
 - Transfer planning programs (Majors Week).
- Curriculum:
 - GC 1076—Career Planning (offered quarterly).

Advising Services

Each GC student is permanently assigned to an individual professional adviser. Students may meet one-to-one with their adviser or attend group advising meetings, depending on their needs. When the assigned adviser is not available to answer quick questions, the Student Information Center, 25 Appleby Hall, will assist students or refer them to one of the advisers “on call.”

Students may also receive assistance from their adviser by phone or e-mail. To obtain registration approval, they may meet with their adviser or drop off or e-mail their registration plan.

Advisers will initiate contact with a student when instructors send an *Academic Alert* communicating concern about a student’s academic performance, classroom behavior, or attendance. Advisers also contact students if their midquarter grade report shows academic problems. When students go on academic

probation, advisers meet with them to file an intervention contract for the following quarter to help students correct academic difficulties. During their probation quarter, advisers meet regularly with students to monitor their progress and coach them in successful study habits.

Advisers help students make good course choices each quarter, focusing on GC and University requirements and the preparation students will need for their prospective major.

Advisers work closely with the Transfer and Career Center (127 Appleby Hall) and other college advisers to help students choose appropriate courses for their desired major and career goal and help them make the transition into their new college.

Finally, advisers provide a range of referrals and information for students, according to student interest and needs.

- Disability services referrals.
- Information on financial aid policies and deadlines.
- College probation and Dean’s List requirements.
- Referrals to transfer contacts in other colleges.
- Study skills development information and assistance.
- Information on University holds and how to clear them.
- Help in finding tutoring assistance.
- Information on educational alternatives outside the University.
- Information about daycare or other services for student parents.
- Programs and support for students of color.
- Assistance in filing petitions for exceptions to college requirements or deadlines (the student’s assigned adviser must sign all petitions).
- Information and assistance for students appealing academic suspension or returning to college after an absence.

Requirements



Application/Admission

Regular admissions are made for fall and winter quarters only. Each year, GC receives more than 3,000 applications and enrolls 800 new students, most of them in fall quarter. If you are interested in applying for admission to GC but want more information, please contact the Office of Admissions, 240 Williamson Hall: (612) 625-2008, 1-800-752-1000 (toll free), or (612) 625-9051 (TTY). Help with application procedures and other concerns is available from the Office of Admissions. Campus visits also can be arranged through the Office of Admissions. Call the Office of Admissions VISITLINE (612/625-0000 or, toll free, 1-800-752-1000) for information about times and locations and to make reservations for a general information session.

To indicate a preference for GC, you must submit an *Application for Undergraduate Admission to the University of Minnesota, Twin Cities* and check “General College” as the college of choice on the application. Applications are available at <http://admissions.tc.umn.edu> on the World Wide Web or from the University’s Office of Admissions, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455-0213 (612/625-2008 or 1-800-752-1000 toll free in continental United States). A \$25 nonrefundable application fee, payable to the University of Minnesota, must accompany your application.

Requirements for Admission—For regular admission, you must have a high school diploma and an AAR score of 70 or above. An AAR score is computed by doubling your ACT composite score and adding to that number your high school rank percentile (HSR %). For example, if your ACT composite score is 20 and your HSR % is 45, your AAR score is computed as follows: 40 (ACT score of 20×2) + 45 (HSR %) = 85 (AAR).

Admission by Individual Applicant Review—If your AAR score is 69 or below, or you have no ACT score, or you are applying with a GED, you must participate in the Individual Applicant Review (IAR) process and may need to submit additional information about yourself. Admission by the IAR process is available for Minnesota residents only.

The *ACT Assessment Program Test*, though not required for admission, is required before a student can attend orientation and register for classes. The results of this test assist in academic planning. *You should take the ACT as early as possible, no later than July 15.* It can take up to a month to receive results after the test is taken. Failure to submit your test results before orientation and registration will prevent you from starting GC in the quarter you applied for. If you have applied to GC but have not taken the ACT, you may arrange to do so by contacting the University Counseling and Consulting Services in Eddy Hall (612/624-3510).

In addition to a high school diploma and AAR score, the *Michigan English Language Assessment Battery (MELAB)* is required of all non-native speakers of English (not on an international student visa), who have been in the U.S. fewer than eight years. A *minimum score of 65* on the MELAB is a precondition for being admitted to GC for fall quarter. An ACT English subscore of 18 or higher will exempt you from the MELAB test and minimum score requirement. Students with MELAB scores of 65 to 77 will be required to take GC’s Commanding English (CE) program. CE admits students to its instructional program during fall quarter only; consequently, non-native speakers of English who seek winter admission must score at least 78 on the MELAB to be admitted. Priority for filling the Commanding English program spaces will be given to Minnesota residents.

English Proficiency—If English is not your native language, you must take the Michigan English Language Assessment Battery (MELAB) or Test of English as a Foreign Language (TOEFL). An ACT English subscore of 18 or higher will exempt you from the MELAB test and minimum score requirement. Students who have been in English-speaking schools for eight years or longer are exempt from the MELAB requirement. If you are already in the Twin Cities area, you may register for the MELAB with the Asian/Pacific American Learning Resource Center, University of Minnesota, 306 Walter Library, 117 Pleasant Street S.E., Minneapolis, MN 55455. Hours are Monday through Friday,

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8:00 a.m. to 4:30 p.m. For more information, call (612) 624-2317. To register for the MELAB outside the Twin Cities area, contact the English Language Institute, Testing and Certification Division, University of Michigan, Ann Arbor, MI 48109 USA, or call (313) 764-2416.

Residency—Because the University is a state institution, Minnesota residents pay lower tuition than nonresidents and, in many programs, receive priority consideration for admission. To qualify for resident status, students must reside in Minnesota for at least one calendar year before the first day of class attendance. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

Reciprocity—The University has reciprocity agreements with North Dakota, South Dakota, Wisconsin, and Manitoba. If you are a resident of any of these states or this province, you may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

GC admits a limited number of reciprocity applicants for fall quarter only. No admission decisions will be made on fall quarter reciprocity applications until after December 15.

International Applicants—GC currently does not admit international applicants on a student visa.

Transfer Students—Transfer students from another college must have no more than 38 attempted college credits, with a minimum grade point average (GPA) of 2.00, to be considered for admission.

Enrollment Goals—The University of Minnesota has approved enrollment goals for the Twin Cities campus. Accordingly, GC must limit the number of new students it admits. If the college exceeds its enrollment goal, there will be inadequate funding to meet the educational needs of its students. The college will admit as many students as possible who match its enrollment profile without exceeding its projected enrollment goal.

Application Deadlines—Early application is strongly advised. All parts of the application, together with required documentation and application fee, must be completed and on file in the University's Office of Admissions in 240 Williamson Hall according to the following schedule:

Application deadlines			
Initial quarter of enrollment	Opening review date	Priority deadline	Final deadline
Fall 1997	October 1, 1996	December 15, 1996	June 1, 1997
Winter 1998	May 1, 1997	See below	October 15, 1997
Fall 1998	October 1, 1997	December 15, 1997	June 1, 1998
Winter 1999	May 1, 1998	See below	October 15, 1998

Applications will be reviewed beginning on the opening review date until GC's admission goal is reached for that quarter. Admissions will then be closed. All students whose applications are received by the priority deadline will be admitted *if they meet admission guidelines*. Applications received between the priority deadline and the final deadline will be reviewed on a *space-available basis*. There is no "priority deadline" for winter quarter; *all* admissions for winter quarter are on a space-available basis. GC does not admit students for spring quarter.

If you apply after admissions are closed, you may request consideration for later admission. To check on the status of your admission, contact the University's Office of Admissions (612/625-2008).

Joint General College/University College Extension Classes (GC/UCEC)—GC students whose initial registration is through UCEC must attend GC's two-day orientation and comply with the Base Curriculum requirements to maintain admission in GC and be eligible for financial aid and some GC student services.

Tuition Deposit—If you are admitted to a Twin Cities college as a freshman for fall quarter, you must submit a nonrefundable \$50 tuition deposit to be applied to your first quarter tuition. The tuition deposit deadline is May 1. You must pay the deposit by the deadline or

within two weeks after the date on your admission notification letter (whichever is later). *If you do not submit the deposit by the deadline, your admission may be rescinded.*

Updating an Application—If you apply and are not admitted and you wish to be considered for a later quarter, you must contact the University’s Office of Admissions (612/625-2008) and request that your application be updated before admissions are closed for the new quarter.

Updating an Offer of Admission—Your admission is valid only for the quarter for which you are admitted. If you are admitted for a quarter but do not register and attend class for that quarter and wish to be considered for a later quarter, you must request that your admission status be updated before admissions are closed for the later quarter. If admission standards have changed in the meantime, your request will be reviewed according to the new requirements.

Appeals—An applicant may appeal an admission decision. Appeals must be in writing and sent to Director of Admissions, Office of Admissions, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455-0213.

Admission Assistance—The GC Student Information Center can provide further assistance with

- finding out about the status of your admission application.
- answering parents’ questions.
- answering high school counselors’ questions.
- meeting with parents and counselors for preadmission conferences.
- arranging for on-site visits to the college and tours of the campus.
- arranging for sitting in on classes and meeting with faculty.

Call (612) 625-3339 (voice) or (612) 626-1014 (TTY).

New Student Orientation

All new students who enroll in GC’s day program or plan joint day/University College Extension Classes enrollment must attend a two-day orientation/registration program before

their first quarter of registration. Students are provided various classroom experiences, introduced to critical thinking skills, and given opportunities to explore issues of diversity and learn about major and career options.

During the first day of orientation, the University’s New Student Programs introduces students to resources, services, and programs at the University. Students also receive a copy of the *Class Schedule*, *General College Student Workbook*, and other registration materials.

On the second day of orientation, GC faculty, advisers, and other academic professionals help new students, individually and in groups, review these materials, interpret placement assessments, and plan their first quarter’s schedule. GC staff also teach new students how to register for classes using computerized self-registration options.

Optional early informational sessions in June introduce new students to University resources and help them accurately assess their skills and motivation. While this early and in-depth introduction to General College and the University may be helpful to all new students, first-generation, underprepared, and other nontraditional students are especially encouraged to take advantage of this program. For more information, contact the Student Information Center (612/625-3339 or ginfo@umn.tc.edu).

Math Placement Assessment—All students admitted to GC must take a math placement assessment before they can attend orientation and register for classes. An accurate assessment of a student’s knowledge of mathematical concepts is important to help choose the most appropriate math courses. GC offers math courses for those who do not have the prerequisite skills and concepts necessary for college-level math.

For more information on GC’s math placement assessment, GC math courses, or college-level math courses, contact the Student Information Center (612/625-3339 or ginfo@umn.tc.edu).

Financial Aid—The University assists students who need help in financing the cost of their college education. Various forms of aid, including loans, grants, and scholarships, are administered by the Office of Scholarships and Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455; this office also offers walk-in service and information about applying and qualifying for financial aid. College work-study is administered by the Student Employment Center, 120 Fraser Hall.

Recipients of financial aid are responsible for understanding and fulfilling the academic progress standards they are expected to maintain. For complete details, see *Academic Progress Standards for Financial Aid Recipients*, available from the Office of Scholarships and Financial Aid. For more information, call (612) 624-1665 or 1-800-400-8636 or access <http://www.edu.umn/tc/prospective/paying/finaid.html> on the World Wide Web.

Adviser Assignment—One of your most valuable resources at the University is your adviser, who will assist you in academic matters and educational planning. All students accepted for admission and enrolled in GC are assigned an academic adviser as early in the admission process as possible. GC has professional advisers, including full-time advisers, part-time graduate student advisers, and faculty members with advising responsibility, assisted by specially trained peer advisers. Adviser assignments are made according to student needs and interests.

Student Responsibility—Beginning with orientation and continuing throughout your stay at the University, you are responsible for knowing and complying with pertinent information in this bulletin, the *Class Schedule*, and the *General College Student Workbook*. You should also regularly check the notices printed in the “Official Daily Bulletin” column of *The Minnesota Daily* and on the bulletin boards outside 25 Appleby Hall. You must provide GC with an accurate local mailing address and keep it current at all times so that letters and official notices are promptly received.

Advising

Advisers help students

- adjust to the University and college expectations.
- improve study habits and approaches.
- plan course choices that will match their long-range educational and career goals as well as meet GC and University requirements.
- explore majors and careers.

Academic Advising—Academic advising is a crucial component of the University’s educational mission. Although the approach to advising varies among the different colleges and departments, these general principles apply:

- Academic advising is available to prospective, currently enrolled, and formerly enrolled students seeking readmission.
- Academic advising addresses students’ needs in coursework, program planning, career options, and development issues.
- Academic advising helps students maintain educational continuity while interacting with different departments and University services.

GC and other University academic advisers participate in an Academic Advising Network—a forum for sharing information and expertise across colleges and departments. You can expect academic advisers at all levels to assist you in designing and implementing a program of study and related activities that will allow you to achieve your educational goals. Advisers expect you to prepare for program planning sessions by giving careful thought to possible course selections, program schedules, and short- and long-term education and career goals, and to come to appointments with pertinent academic records and materials.

Advising Contacts—First-year students must have adviser approval for registration. They may prepare for registration by attending a preregistration group meeting or meeting with their individual adviser. Advisers will contact their students about scheduled group planning opportunities offered throughout the quarter. Students in their third quarter of registration must complete a year-long plan and indicate a

preliminary transfer and degree goal as a means of shaping their course planning for their second year and moving toward transfer (which usually takes place at the beginning of or during the second year of enrollment).

Quarterly Registration

Registration involves signing up for the next quarter's courses during your "queue time." The queue time is the earliest time you are eligible to register. These times are assigned according to an alphabetical rotation system that changes each quarter and can be found in the *Class Schedule*. Registration takes place from mid-August to mid-September; after mid-quarter in fall, winter, and spring; and in May for summer terms. Returning students may take advantage of early fall registration in May.

Registration Procedures—You must file a preregistration agreement with your adviser each quarter by e-mail, dropping off the agreement, or meeting with your adviser in person. You can receive assistance in choosing courses during an individual appointment with your adviser, attending a preregistration planning group meeting, or completing the preregistration section in the *General College Student Workbook*. Planning ahead is the key to registration.

Your Responsibility—After you file your registration agreement with your adviser, you must fulfill that agreement. You must make sure that your registration is accurate, class hours do not conflict, you have completed course prerequisites, and your current courses are not equivalent to those you have already successfully completed. Always check your fee statement to make sure it is correct.

Credit Loads—A normal full-time load for University students varies between 12 and 16 credits per quarter. Students must have special approval, on a *University of Minnesota Petition* form (available in 25 Appleby Hall), to register for more than 18 credits per quarter. No minimum number of credits is required by GC, although students in special programs and those who receive financial aid should be aware of minimum credit requirements set by the programs or funding sources. Some GC courses have no credit value; however, for financial aid

purposes and for full-time student status, these courses have credit equivalencies that are listed in the *Class Schedule* and the Courses section of this bulletin.

GC Registration Policies

Students admitted through GC are expected to

- complete the following Base Curriculum (BC) courses before applying for transfer to another University of Minnesota college:
 - mathematics (complete any unfulfilled University preparation requirements).
 - one BC course in science.
 - one BC course in social sciences.
 - one BC course in humanities.
 - freshman composition (completion of GC 1421 and GC 1422 or equivalent).
- complete a BC course in an area (science, social sciences, or humanities) before taking a course designated as Transition Curriculum or a non-GC course in that area.
- have an adviser approve registration plans each quarter (releasing the "UD" hold). Once all BC requirements are complete and an approved year-long plan and transfer plan are on file, adviser approval is not required.
- register for at least one GC course every quarter of residence in GC. Exceptions to this policy require adviser or college approval.

See the *General College Student Workbook* for additional information concerning registration procedures.

Transfer Requirements—Each college and major at the University may have different GPA and credit requirements for transfer. Consult the appropriate college bulletin, an adviser, or the Transfer and Career Center, 127 Appleby Hall (612/624-4346), for the most current transfer information for specific colleges or majors.

Registering through University College Extension Classes (UCEC)—Students sometimes enroll in evening study or correspondence courses. Keep your adviser informed of any such credits. Be careful not to overextend yourself by enrolling in

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both day and evening courses during the same quarter when you have heavy demands on your time from both your day school course load and any outside employment. UCEC registration automatically appears on your day school transcript and UCEC courses are reviewed for academic progress along with day school courses.

Holds—Registration holds restrict your registration until the unit or office that placed the hold either removes it or gives you a temporary release. GC places holds on students' records when students

- are placed on probation (P1 or P2).
- are suspended for lack of academic progress (P3) or for accumulating excessive credits and failing to file a transfer agreement (O8).
- have accumulated excessive credits in the college (UE) (see Academic Standing, pages 25-26).
- must have adviser approval for registration (UD).
- must discuss their academic plans with their assigned adviser (UC).
- do not have a completed transfer plan on file (NZ).

Other University units or offices may place registration holds, usually for financial indebtedness (to the University, a residence hall, or a library) or, in rare cases, for disciplinary reasons. Financial holds usually also restrict students from being able to obtain transcripts.

Repeating Courses—Some courses are offered for repeated enrollment up to a maximum of a stated number of credits. In addition, GC allows students to repeat any course for which they want to improve their earned grade. If you received a low grade, an F (failing), an N (no credit), or a W (withdrawal) in a course the first time and want to repeat it, you must *again register and pay tuition for it*. Both the first and second grades will remain on your transcript, but only the last enrollment grade is included in the computation of your GPA and credit completion ratios. However, the credits earned are counted only once. You are strongly encouraged to discuss thoroughly with your adviser your reasons for wanting to repeat a course before you do so.

Auditing Courses—If you are interested in a course but do not want to take it for credit, you may, with the instructor's permission, enroll as an auditor. Although you may arrange with the

instructor to do assignments and take examinations, no credit will be awarded and no grade assigned. A V (visitor) for the course will be recorded on your transcript. You may *not* later take the course for credit.

Registration Changes—After your initial registration, you may cancel or add courses through the Student Access System by using a computer in the Registration Center in Fraser Hall, in a University computer lab, or at home by modem. *Always produce a fee statement to complete the process.* After the start of the quarter, first-year students and students with GC registration holds must have their holds cleared by their advisers to make registration changes. Make changes with care, as they may affect future academic standing or violate financial aid requirements.

Adding Courses—If a course is open, you may add a course through the first week of classes. During the second week, you will need adviser clearance, the instructor's signature on a *Course Request* form, and a magic number, which is available in 25 Appleby Hall. (Magic numbers can also be obtained and entered electronically.) Some instructors find late enrollment disruptive and discourage the practice. It is your responsibility to get information about course requirements and the instructor's expectations when you miss the first class meeting. After the second week of class, a late addition requires your adviser's approval and the instructor's written permission and signature on a *University of Minnesota Petition* form. For assistance in initiating late registrations, contact the Student Information Center, 25 Appleby Hall, or your adviser.

Canceling Courses—You are responsible for completing courses for which you have registered unless you officially cancel them at the Registration Center, 202 Fraser Hall, or through the University Student Access System (on-line registration). *Merely dropping out of a course does not constitute official cancellation.* Procedures for changing registration plus refund information are detailed in the *Class Schedule*. In addition to information in the *General College Student Workbook*, check with your adviser or the Student Information Center, 25 Appleby Hall, to find out what additional college procedures may be required.

Note the following:

- Courses canceled within the first two weeks of the quarter are removed from your record entirely. However, you should check on any financial aid implications before canceling below the initial level of your registration, especially if you go below full-time status.
- You may cancel courses during the third through sixth week of the quarter without submitting a petition; however, there may be financial aid and GC academic standing implications. Consult your adviser before canceling any courses.
- After the end of the sixth week of the quarter, canceling courses is strongly discouraged. You are allowed *one discretionary cancellation* of a course after the sixth-week deadline during your enrollment in GC. You must file a *University of Minnesota Petition* form in 25 Appleby Hall, completed with a recommendation from your adviser and a signature from your instructor. Additional cancellations of individual courses after the sixth week require documentation of extenuating circumstances as well as a *University of Minnesota Petition* form with a recommendation from your adviser and signature from your instructor. *Approved late cancellations must be processed through the Student Access System.*
- If you need to leave school and completely cancel your quarter's registration after the sixth-week deadline, you may do so through Study Day by submitting a *University of Minnesota Petition* form including your adviser's recommendation and signatures of all your instructors. This action is separate from the one-time discretionary cancellation of a single course. However, such complete cancellations may significantly impact future financial aid eligibility and academic standing, and should be considered only when severe extenuating situations arise. *Refunds for complete quarter cancellations are based on the date you officially cancel—not the date you stopped attending class.* (Exceptions to this refund policy are handled by petitioning through University Student Relations, 150 Williamson Hall, and must be submitted within the academic year.) If you decide to leave the University, schedule an exit interview with your adviser to discuss your decision and any implications of leaving school for your academic standing, financial aid, or other program participation, so that you may return if you wish without unnecessary difficulties.
- After the end of the quarter, you may submit a petition for your one-time discretionary cancellation of a single course, course cancellation based on extenuating circumstances, or complete quarter cancellation by submitting all required documentation and signatures noted above as well as documentation that you stopped attending the course before the end of the quarter and have not taken a final examination. These retroactive cancellations are strongly discouraged because obtaining necessary signatures after the fact may be difficult and end-of-quarter academic reviews affecting financial aid or academic standing may have already occurred, jeopardizing financial aid and necessitating additional appeals to the Student Scholastic Standing Committee. Meet with your adviser to discuss or initiate retroactive cancellation requests. *Approved retroactive cancellations must be processed through the Student Access System.*

Grading System Change—You may change your grading system from A-F to S-N or vice versa any time during the first or second week of the quarter (or the first week of summer term), processing this change through the Student Access System.

Jeopardizing Aid—If you receive financial aid or other assistance or benefits, you need to stay informed about minimal credit requirements to remain eligible. Some examples of programs or assistance that could be jeopardized by falling below a minimal credit level (usually 12 credits) include some forms of financial aid grants and loans, benefits received from the Veterans or Social Security Administrations, funding for vocational rehabilitation and day care, disability benefits, and eligibility for participating in athletics or student organizations. Check on any adverse impact on your assistance or eligibility for such programs before canceling courses.

Credits, Grades, and Records

Credit Value—The standard set by the University Senate governs the value of each credit assigned to courses. A credit represents “about three hours of academic work a week.” For each credit earned in a ten-week quarter, you should invest about 30 hours of study, including time spent in the classroom, laboratory, or field, and on homework and library assignments.

Noncredit courses are offered by GC for students whose academic preparation falls below University high school preparation requirements or for students who need some review of precollege skills, particularly in math. Although these noncredit (0xxx) courses do not count toward graduation, they do count within the quarter and the academic year, at their credit-equivalence value, toward the minimum credit load requirements for financial aid eligibility and athletic eligibility. Grades earned in noncredit courses, while not appearing in the quarterly or cumulative GPA on your transcript, are factored in an internal GPA and credit completion ratio while you are in GC as part of the academic review for probation and Dean’s List eligibility. In addition, your performance in these courses will be viewed by your prospective college when you apply for transfer. For these reasons, you should treat your noncredit courses as seriously as your other courses and budget sufficient time to study (two hours per week per credit equivalent). Keep in mind that each 0xxx math course covers in ten weeks the material usually covered in one year of high school study.

Grading Policy

1. This policy is effective fall quarter 1997 for the Crookston, Morris, and Twin Cities campuses, replacing all previous grading policies. It may not be applied retroactively to any grades or symbols awarded before that time.
2. The University has two grading systems, A-B-C-D-F (with pluses and minuses) and S-N. Students may receive grades only from the grading system under which they have registered for a course.
In addition, there are registration symbols that do not carry grade points or credit.

3. Instructors must clearly define for a class, at one of its earliest meetings, the performance necessary to earn each grade or symbol.
4. No student may receive a bachelor’s degree unless at least 75 percent of the degree-qualifying residence credits carry grades of A, B, C, or D (with or without pluses or minuses). Each campus, college, and department may choose not to accept academic work receiving a D (with or without a plus or minus).
Each campus, college, and department determines to what extent and under what conditions each grading system is used, may specify what courses or proportion of courses must be on one system or the other, and may limit a course to either system.
5. When both grading systems are available, students must choose one when registering for a course. The choice may not be changed after the end of the second week of classes (the first week in summer terms).
6. The University’s official transcript, the chronological record of the student’s enrollment and academic performance, is released by the University only at the student’s request or in accord with state or federal statutes; mailed copies have the University’s official seal printed on them. Students may obtain an unofficial transcript, except when they have a transcript hold on their record.
7. The University calculates for each student, both at the end of each grading period and cumulatively, a grade point average (GPA), the ratio of grade points earned divided by the number of credits earned with grades of A-F (including pluses and minuses). Both the periodic and cumulative GPA appear on each student’s record.
8. When a student repeats a course, all grades for the course appear on the transcript, the course credits may not be counted more than once toward degree and program requirements, and only the last enrollment for the course counts in the student’s GPA.
9. Students may petition the college scholastic committee or other appropriate body about this policy.

10. The following grades (with grade points as indicated) and symbols are used on transcripts.

- A 4.00 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A- 3.67
- B+ 3.33
- B 3.00 Represents achievement that is significantly above the level necessary to meet course requirements.
- B- 2.67
- C+ 2.33
- C 2.00 Represents achievement that meets the course requirements in every respect.
- C- 1.67
- D+ 1.33
- D 1.00 Represents achievement that is worthy of credit even though it fails fully to meet the course requirements.
- D- 0.67
- S Represents achievement that is satisfactory (equivalent to a 2.00 or higher and meets or exceeds course requirements in every respect). The S does not carry grade points and is not included in GPA calculations, but the credits count toward the student's degree program if allowed by the department.
- F or N Represents failure or no credit and indicates that coursework was completed but at an achievement level unworthy of credit, or was not completed and there was no agreement between the instructor and student that the student would be awarded an I. Academic dishonesty is grounds for an F or N for the course. The F carries 0.00 grade points and is included in GPA calculations; the N does not carry grade points and is not included in GPA calculations.
- I Incomplete, a temporary grade that indicates coursework has not been completed.

The instructor assigns an I when, due to *extraordinary* circumstances, the student was prevented from completing coursework on time. An I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements during the student's next term of enrollment.

For undergraduates and adult special students, work to make up an I must be submitted within 72 hours of the last final examination of the student's next term of enrollment; if not submitted by that time, in the sixth week of the next term the I will automatically change to an F (if A-F registration) or N (if S-N registration).

The instructor is expected to turn in the new grade within four weeks of the date work is submitted.

When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or N, it may be converted to any other grade by petition of the instructor (or department if the instructor is unavailable).

- K Indicates the course is still in progress and a grade cannot be assigned at the present time.
- T Transfer, a prefix to the original grade that indicates credits transferred from another institution or from one University college or campus to another.
- V Visitor, indicates registration as an auditor or visitor; does not carry credit or grade points.
- W Withdrawal, indicates a student has officially withdrawn from a course. If a student withdraws from a course during the first two weeks of classes, that course registration is not recorded on the student's transcript. The W is recorded if the student withdraws from the course during the third through sixth week of class (second or third weeks of summer terms). Withdrawal in the seventh or later week of classes (fourth or later in summer terms) requires college approval.

Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive a W, at any time up to and including the last day of class for that course.

- X Indicates a student may continue in a sequence course in which a grade cannot be determined until the full sequence of courses is completed. The instructor submits a grade for each X when the student completes the sequence.

Retroactive Grade Changes—An individual student's letter grade (A, B, C, D, F, S, or N), once assigned and submitted, may be changed by the course instructor (or the director of academic affairs and curriculum, if the instructor is no longer available) if

- there has been a calculation or reporting error (such as inaccurate computation or some other mistake); or
- the opportunity for the change (such as completion of extra work or further examination) has been explicitly made available equally to all members of the class; or
- the change is based on approval of a retroactive cancellation of the course in the event that the student stopped attending the course before the end of the quarter and did not take a final examination.

Retroactive grade changes (except for those involving approved retroactive course cancellations) are initiated by faculty completing a *Change of Grade* form. Justification for the change must be provided in writing to the director of academic affairs and curriculum for approval.

Grade Point Average (GPA)—To compute your GPA, multiply the number of credits by the grade point value for each course, add the grade points together, and divide by the total number of credits. For example:

Course	Grade	Credits		Grade Point Value	Grade Point Value
GC 1166	A	5	x	4.00 =	20.00
GC 1481	B-	3	x	2.67 =	8.01
GC 1284	C+	4	x	2.33 =	<u>9.32</u>
					37.33

$$37.33 \div 12 \text{ cr} = 3.11 \text{ quarter GPA}$$

F, N, and GPA—Fs are included in the computation of GPAs throughout the University. In GC, both Fs and Ns are included in assessing academic progress. Both grades work to your disadvantage in maintaining satisfactory progress and pursuing completion of a degree. They may also affect your acceptance into degree programs in other colleges.

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Grades—Day school course grades are available through the Student Access System within a few days after completion of final examinations. Grades from University College Extension Classes may take somewhat longer to be posted and are also available on-line. A complete official or unofficial transcript of all grades earned to date, from both day school and University College Extension Classes, can be obtained in 150 Williamson Hall. All posted University credit course grades are included in the quarterly and cumulative GPAs on the transcript. In addition, noncredit (0xxx) course grades are posted for the quarter of their registration on the transcript and are included internally in the GC review of academic progress, both for probation and Dean’s List eligibility, even though they do not appear on the transcript GPA.

Course Policies

First Class Meeting—University policy on mandatory attendance, as stated in the quarterly *Class Schedule*, is as follows: You must attend the first class meeting of every course in which you are registered, unless you obtain approval for your intended absence *before* the first meeting. Without this prior approval, you may lose your place in class to another student. If you wish to remain in a course from which you have been absent the first day without prior approval, contact your instructor as soon as possible. Instructors have the right to deny you admission if the course is full. You must *officially cancel* any course to which you are denied admission.

Class Attendance—You are expected to attend classes regularly and to know and comply with the instructor’s policies regarding absences and makeup work. Instructors have the right to drop you from their courses or programs for irregular attendance and excessive absences. In courses involving cooperative and interactive work, irregular attendance and excessive absences not only are disruptive but also impede the progress and affect the success of others in the course.

Monitoring Academic Performance—GC instructors use *Academic Alert* forms to report problems their students are encountering in areas such as academic performance, class

attendance, getting books or supplies, housing needs, financial aid, or day care. These reports are made to advisers for their follow-up with students to help resolve these problems.

In addition, Base Curriculum course instructors evaluate and report on students’ academic progress about the middle of each quarter. Copies of the *Midquarter Academic Progress Review* go to the student and the student’s adviser. Advisers discuss the reviews with students to help them make future registration decisions and to do any needed educational planning, which may include arranging for study skills assistance, tutoring, and personal or financial counseling.

Faculty also provide feedback to advisers about students who are not making satisfactory progress in mathematics or writing courses and who may need to repeat these courses, as well as for recommending to students, and to their advisers, course selection for the following quarter. Such recommendations are intended to provide the best possible sequence and planning for continuing students.

Instructors’ Statements—Instructors should provide a syllabus within the first week of the class. In addition, you have a right to expect instructors to state the objectives of the course, procedures to be used in reaching those objectives, kinds of assignments and tests, standards for classroom participation and attendance, due dates of major papers or projects, and performance necessary to earn each grade or symbol. Instructors should also describe the factors that enter into their evaluation of your work and determination of your final grade, including policies on acceptance of late or inadequate work and conditions for assigning an I (Incomplete).

“Extra” Work—Students who have not completed assigned or required work, or have not done well on it, sometimes ask instructors to allow them to do “extra” work to raise their grade in a course. Unless the instructor has given all students in the class the same opportunity, such requests must be refused because granting them provides an unfair advantage that other students did not have.

Final Examinations—Instructors do not schedule their own final examinations. The University schedules final examinations and publishes the timetable in the *Class Schedule*. University regulations prohibit final examinations on the last day of class or on Study Day. Instructors are not free to reschedule final examinations; if you have a conflict, or three examinations on the same day, follow the procedure stated in the *Class Schedule* for rescheduling.

Academic Standing

Your academic achievement and progress toward transfer to another college are reviewed at the end of each quarter by GC. In this way, students who are making good progress and those who are having academic difficulty are identified. Early identification of students who may be having difficulty enables them to obtain needed assistance as soon as possible.

GC students must earn a 2.00 GPA each quarter. In addition, they must maintain a cumulative GPA of 2.00 and maintain a cumulative completion rate of at least 65

percent of their attempted credits with satisfactory grades (grades of F and N, symbols of I and W, and missing grades are unsatisfactory). Grades in both day and UCEC courses are reviewed. In determining the GPA and credit completion ratio (CCR) for academic standing, GC's noncredit (0xxx) courses are counted at their credit equivalence level in the quarterly review. See Academic Status Criteria table above for standards.

Your GPA and CCR indicate your progress toward transfer. The GPA is the total number of grade points earned in a quarter divided by the total number of credits registered for during the same quarter. The CCR is calculated by the total number of credits successfully completed (A's, B's, C's, D's, and S's) divided by the total credits attempted. All students are expected to maintain a minimum GPA of 2.00 and a CCR of 65 percent. Both day and UCEC courses and 0xxx courses are used in these calculations. Students who do not meet these minimum standards will be placed on Academic Probation or Academic Suspension according to the Academic Status Criteria table above.

REQUIREMENTS

Satisfactory Progress—Students who maintain GC’s minimum academic requirements will continue in good standing. However, to successfully transfer to another college students must meet that college’s admission standards, often a 2.50 GPA or higher.

Dean’s List—Each academic quarter, students of outstanding academic achievement are recognized by being named to the Dean’s List. A letter of congratulation is sent to these students from the GC dean, and a notation is placed on the student’s transcript for that quarter. The Dean’s List is posted quarterly in the dean’s display case on the first floor of Appleby Hall. Dean’s List eligibility standards include

- a minimum quarterly grade level of B (3.00 GPA).
- at least 12 credits completed during the quarter, with 8 of the credits taken A-F.
- no more than one-third of the quarter’s credits taken S-N.
- no grades of N, F, or I for the quarter.

Grades in both day and UCEC courses are reviewed, and GC noncredit (0xxx) courses are counted at their credit equivalence level in determining GPA for the Dean’s List.

Unsatisfactory Progress—Students who do not maintain GC’s minimum academic requirements in any given quarter will be placed on academic probation (P1 or P2). Students will return to good standing the following quarter if they meet or exceed the requirements.

Academic Suspension—Students who continue to make unsatisfactory academic progress while on probation are suspended (P3) from GC. Such action is taken only after students have been provided the opportunity to get needed help with their academic difficulties and time to show improvement. Suspended students seeking readmission are reviewed by the GC Scholastic Standing Committee for evidence of readiness to resume studies productively.

Progress Toward Transfer—At the end of their first year in GC, students work with advisers to assess their progress toward transfer

to a baccalaureate degree program by completing a year-long course plan and transfer plan. At that point, students whose records show a lack of progress toward transfer will receive counseling and may be encouraged to seek other educational options. Students will be assessed again within their second year in the college to determine if they are progressing satisfactorily toward transfer to an appropriate degree program. Students who do not make satisfactory progress toward transfer, as determined by adviser review at the transfer planning checkpoint (usually 30 credits), may receive a registration hold requiring additional planning under their adviser’s direction.

Excessive Credits—Because GC’s mission is to prepare students for transfer, students are allowed to complete a maximum of 90 college-level credits in GC.

Students who complete 90 college-level credits in GC but have not transferred will receive a registration hold (UE) prohibiting further registration in GC. Exceptions to this restriction are made on the basis of individual review by the GC Scholastic Standing Committee, usually requiring an agreement in writing between the student and the proposed transfer college.

Access to Student Educational Records

In accordance with regents’ policy on access to student records, information about a student generally may not be released to a third party without the student’s permission. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information. To do so, they must notify the records office on their campus.

Students have the right to review their educational records. The regents' policy is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

Preparation for Transfer

Students enroll in GC as preparation for transferring to another college of the University or to some other higher education institution. The GC curriculum helps them reach that goal. Beginning with your first quarter in GC, you will be required to enroll in the Base Curriculum, which will help you develop academic skills in mathematics, writing, and content courses, as well as attitudes and behaviors associated with success in college. In a prescribed curriculum with a strong advising component, you will be guided through direct steps leading to transfer. Usually transfer is not difficult if you meet the academic and course distribution requirements of the college or institution you wish to enter.

Your GC adviser will provide you with resources that will assist you in the transfer process. Requirements vary depending on the department as well as the college to which you are transferring; therefore, it is to your advantage to consult your adviser or the Transfer and Career Center, 127 Appleby Hall, as well as the college to which you wish to transfer. Final decisions on transfer requests and transferability of courses are made by the college or institution to which you are applying and not by GC.

Whatever your educational goal, early planning and wise academic choices are essential. The Base Curriculum program points you in the right direction. GC 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 of Credit

College Credit—All credits earned at institutions accredited by one of the regional accrediting associations will be evaluated for transfer to GC.

Submit transcripts of all study you have completed at accredited colleges and universities for evaluation by the Office of Admissions, 240 Williamson Hall (612/625-2008).

Planning to Transfer?

*Minnesota's public colleges and universities are working to make transfer easier. You can help if you **PLAN AHEAD, ASK QUESTIONS, and USE PATHWAYS** created by transfer agreements.*

Preparing for Transfer

If you are currently enrolled in a college or university:

- Discuss your plans with your adviser.
- Call or visit your intended transfer college. You should obtain the following materials and information:
 - college catalog.
 - transfer brochure.
 - information on admissions criteria and on materials required for admission (e.g., portfolio, transcripts, test scores). Note that some majors have limited enrollments or their own special requirements such as a higher grade point average.
 - information on financial aid (how to apply and by what date).
- After you have reviewed these materials, make an appointment to talk with an adviser/counselor in the college or program you want to enter. Be sure to ask about course transfer and admission criteria.

If you are not currently enrolled in a college or university, you might begin by meeting with a transfer specialist or an admission officer at your intended transfer college to plan the steps you need to take.

Understanding How Transfer of Credit Works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.

REQUIREMENTS

- Institutions accept credits from courses and programs like those they offer. They look for similarity in course goals, content, and level. “Like” transfers to “like.”
- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, “Will your credits fulfill requirements of the degree or program you choose?”
- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can before the deadline. Enclose the application fee.
- Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
- Recheck to be certain you supplied the college or university with all the necessary paperwork. Most colleges make no decisions until all required documents are in your file.
- If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
- After the college notifies you that you have been accepted for admission, your transcribed credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.
- If you have questions about your evaluation, call the University Office of Admissions (612/625-2008) and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See “Your Rights as a Transfer Student” below.

Your Rights as a Transfer Student

- A clear, understandable statement of an institution’s transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.
Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help.
2) Department or committee will review.
3) Student receives, in writing, the outcome of the appeal. 4) Student should contact the admissions officer in the college of transfer for information about how appeals can be made.
- At your request, a review of your eligibility for financial aid or scholarships.

For help with your transfer questions or problems, see your adviser.

Transfer to Other Colleges Within the University

Students may be able to transfer to other colleges of the University after completing three to six quarters in GC. Depending on the major and college to which you choose to transfer, the required GPAs for acceptance will vary. It is strongly recommended that you complete at least three courses outside of GC, preferably in the area in which you intend to major, with at least a C average (2.00) for these courses. In some cases, specific prerequisite courses are required. Colleges of the University seldom consider applications for transfer if you have completed fewer than 36 credits. Most GC credits can be used to satisfy liberal education requirements of the new college, some help students meet University high school preparation requirements, and some are transferable as electives.

Transfer guides for some University colleges and more detailed information about transfer are available in the Transfer and Career Center, 127 Appleby Hall. You should also make early contact with the college to which you wish to transfer. To

begin the official transfer process, make an appointment for an interview with a GC student services adviser, 25 Appleby Hall, early in the quarter preceding the one in which you wish to transfer. An *Application for Change of Status or College* and specific information about application deadlines are available from the Transfer and Career Center, 127 Appleby Hall, or the University's Office of the Registrar, 150 Williamson Hall.

Liberal Education Requirements

For current information about liberal education requirements in the college to which you want to transfer, check with that college, your GC adviser, or the Transfer and Career Center, 127 Appleby Hall.

Transfer Outside the University

Students may want to continue their education at institutions offering programs different from those in GC or unavailable at the University. Procedures for transfer to colleges outside the University may be discussed with a GC adviser. Requirements vary, but most GC credits are usually accepted by community and four-year colleges. Although 0xxx courses are not acceptable for degree credits, they may be needed by some students to meet required preparation standards.

Student Conduct

University standards of conduct and discipline are contained in the Student Conduct Code, published each fall in *The Minnesota Daily*. The complete text is also available from the Student Judicial Affairs Office, 16 Morrill Hall. All University students are responsible for knowing and complying with these standards. Failure to comply may result in suspension or expulsion from the University. Mature and responsible behavior in the academic environment is expected of all students.

Honesty—As a student, you help create the learning environment of the classroom and make possible the exchange and exploration of ideas in a climate of respect for others' views. Except where cooperative effort is encouraged, you are expected to do your own work on assignments and tests and avoid various forms of cheating, including handing in your own or someone else's paper for several courses without the instructors' knowledge or approval, and plagiarizing (intentionally quoting or paraphrasing material without revealing its source or crediting its author). Dishonesty is subject to disciplinary action.

Grievance Process

Complaints about a course or the way it is conducted or differences you may have with a faculty member can often, and should whenever possible, be resolved informally. As a first step, talk to the person with whom you have the disagreement. If that fails, present your complaint to the director of academic affairs and curriculum. If that is not successful, you may file a claim with the GC grievance review officer.

The University also has a Student Dispute Resolution Center (310 Walter Library, 612/626-0891, sos@gold.tc.umn.edu). Problems the center deals with include

- grade disputes.
- registration and re-entry requirements.
- possible unfair treatment from teachers, administrators, or other students.
- administrative problems with enrollment, financial aid, etc.
- seemingly inflexible University regulations and policies.

Liberal Education Requirements

Effective for all freshmen with fewer than 39 credits enrolling from fall 1994 to summer session II 1996. Beginning fall 1996, the liberal education requirements apply to all students entering a baccalaureate degree program, regardless of prior credits.

A liberal education introduces you to the modes of inquiry and subject matter of the major branches of knowledge, including the factual information and theoretical or artistic constructs that form their foundations; the “ways of knowing”—the kinds of questions asked and how insight, knowledge, and data are acquired and used; the changes over time of their central ideas or expressive forms; and the interrelationships among them and with human society in general. To these ends, study by all undergraduate students on the Twin Cities campus is guided by a common framework.

The Diversified Core Curriculum

Physical and Biological Sciences. Comprehension of physical and biological principles; understanding of and ability to use the methods of scientific inquiry—the ways in which scientists investigate physical and biological phenomena; and appreciation of the importance of science and the value of a scientific perspective.

Requirement: A minimum of three courses totaling at least 12 credits, including one course with a laboratory or field experience in the physical sciences and one course with a laboratory or field experience in the biological sciences.

History and Social Sciences. Knowledge of how historians and social scientists describe and analyze human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; understanding of the roles individuals play in their historical, cultural, social, economic, and political worlds.

Requirement: A minimum of three courses totaling at least 12 credits, including one course with historical perspective.

Arts and Humanities. Understanding of approaches to the human condition through works of art, literature, and philosophy; knowledge of how artists create and humanistic scholars think; ability to make aesthetic judgments.

Requirement: A minimum of three courses totaling at least 12 credits including courses in two of the following: literature, philosophical perspective, and visual or performing arts.

Mathematical Thinking. Acquisition of mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; appreciation of the breadth of applications of mathematics and its foundations.

Requirement: A minimum of one course totaling at least four credits.

The Designated Themes of Liberal Education

The designated themes of liberal education offer a dimension to liberal learning that complements the diversified core curriculum. Each of the themes focuses on an issue of compelling importance to the nation and the world, the understanding of which is informed by many disciplines and interdisciplinary fields of knowledge.

Requirement: A minimum of six courses (or five courses if one includes an approved practicum), including one course in each of the following:

Cultural Diversity. Understanding of the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

International Perspectives. Comprehension of the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

Environment. Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

Citizenship and Public Ethics. Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

Writing Skills

The ability to communicate effectively is a hallmark of a liberally educated individual and a key to a successful and satisfying life. To encourage refining of writing skills, the liberal education curriculum includes both writing courses and writing across the curriculum.

Requirement: Writing skills requirements are being revised. Until the new requirements are in effect, all students will complete the writing requirement specified by the college awarding their baccalaureate degree.

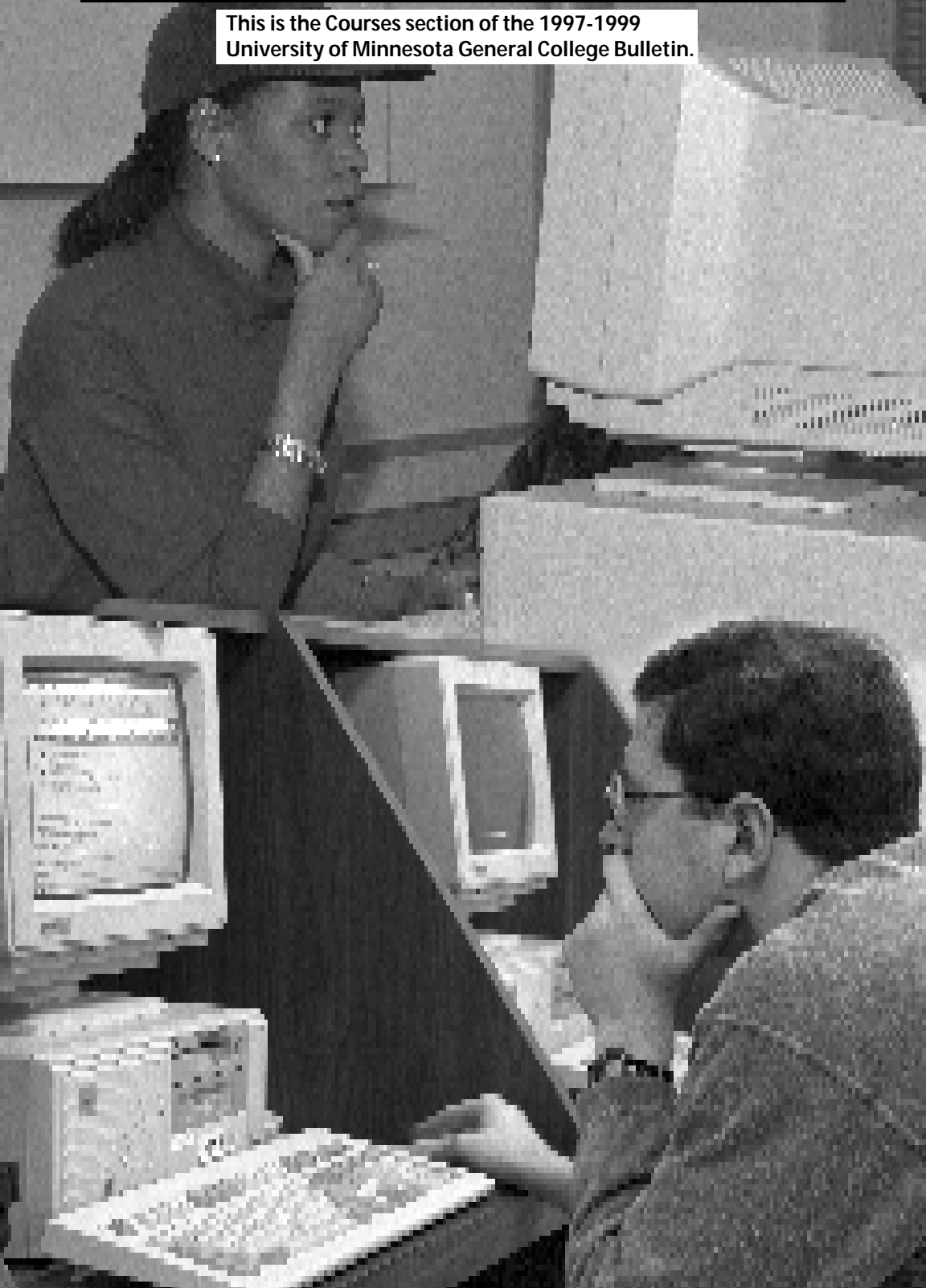
You may satisfy the liberal education requirements with a number of courses and credits different from those of other students because some courses serve multiple goals in the curriculum; e.g., some courses will satisfy a diversified core requirement and a designated theme requirement, and other courses will satisfy the requirements for each of two themes. Thus, you may satisfy the designated theme requirements with a smaller number of courses than is stated in the requirement. Each quarter, the *Class Schedule* will publish the requirements and list all courses that satisfy them. In addition, the *Class Schedule* will list which of these courses are offered that quarter and which are tentatively scheduled for the subsequent quarters during the academic year.

Minnesota Transfer Curriculum

If you complete the Minnesota Transfer Curriculum at any participating Minnesota college or university, you fulfill the University’s Twin Cities campus liberal education requirements. However, you will still need to complete a portion of the writing skills requirements. Contact your college advising office concerning these requirements. For more information on using transfer credits for the liberal education requirements, contact the Office of Admissions (612/625-2008).

Courses

This is the Courses section of the 1997-1999
University of Minnesota General College Bulletin.



Subject Area List

Note: An asterisk (*) indicates that a course has been accepted in one or more of the liberal education categories (see page 30). For up-to-date information on General College courses that fulfill liberal education requirements, see your adviser and the *Class Schedule*.

Humanities, Literature, and the Arts

- 1311—Art: General Arts*
- 1312—Identity, Community, and Culture: Connections in the Arts and Humanities*
- 1331—Musical Heritage*
- 1357—World Religious Beliefs
- 1364—Literature of the American Immigrant Experience
- 1365—Literatures of the United States*
- 1366—Literature: Images of Women in Literature
- 1367—Contemporary Literature: International Perspectives*
- 1371—Literature: Reading Short Stories*
- 1374—The Movies: An Introduction*
- 1375—Film and Society*
- 1481—Creativity: Art Laboratory—Experiences in the Media*
- 1482—Computer Graphics
- 1483—Music Laboratory
- 1485—Creativity: Photography I (UCEC only)
- 1816—African American Literature
- 1836—Asian American Literature*

Mathematics, Mathematical Thinking, and Computing

- 0611—Introduction to Basic Mathematics
- 0615—Introduction to Mathematical Problem Solving
- 0616—Algebraic Problem Solving I
- 0617—Algebraic Problem Solving II
- 0621—Elementary Algebra
- 0623—Plane Geometry
- 0625—Intermediate Algebra I
- 0631—Intermediate Algebra II
- 0643—Basic Mathematics: Programmed Study
- 1454—Statistics*
- 1456—Functions and Problems of Logic*
- 1571—Introduction to Microcomputer Applications
- 1572—Introduction to Computer Programming
- 1575—Introduction to Computers

Multicultural/International Focus

- 1311—Art: General Arts*
- 1312—Identity, Community, and Culture: Connections in the Arts and Humanities*
- 1331—Musical Heritage*
- 1357—World Religious Beliefs
- 1364—Literature of the American Immigrant Experience
- 1365—Literatures of the United States*
- 1367—Contemporary Literature: International Perspectives*
- 1375—Film and Society*
- 1463—Multicultural Oral Communication*
- 1814—The American Indian in American Law
- 1816—African American Literature
- 1836—Asian American Literature
- 1837—Asian American Women
- 1851—Multicultural Relations

Natural Sciences

- 1111—Science in Context: Weather and Climate*
- 1112—Ecological Evaluation of Environmental Problems*
- 1131—Biological Science: Principles*
- 1132—Biological Science: The Human Body*
- 1133—Nature Study
- 1137—Biological Science Laboratory: The Human Body
- 1160—Investigations in Physical Science
- 1161—Physical Science: Solar System Astronomy (UCEC only)
- 1162—Physical Science: Stellar Astronomy (UCEC only)
- 1163—Physical Science: Principles of Physics
- 1166—Physical Science: Principles of Chemistry*
- 1171—Physical Geology*
- 1172—Historical Geology
- 1173—Geology of the National Parks

Oral Communication

- 1461—Oral Communication: Speaking and Creative Thinking
- 1463—Multicultural Oral Communication*
- 1464—Oral Communication: Group Process and Discussion

Personal Development

- 1076—Career Planning
- 1086—Higher Education Survival Seminar

Reading and Writing

- 1041—Developing College Reading (Commanding English students only)
- 1042—Reading in Content Areas (Commanding English students only)
- 1051—Introduction to College Reading and Writing
- 1421—Writing Laboratory: Basic Writing
- 1422—Writing Laboratory: Communicating in Society
- 1423—Writing Laboratory: Community Service Writing

Social Sciences, Law, and Business

- 1211—People and Problems
- 1221—Minnesota History*
- 1231—United States: Growth of National Power
- 1232—United States: Growth of American Technology
- 1233—United States: Government and Politics
- 1235—United States: Law in Society*
- 1236—United States: The Crime Problem
- 1241—Historical Biography
- 1251—World History*
- 1252—World Politics
- 1275—Consumer Transactions and the Law (UCEC only)
- 1281—Psychology in Modern Society*
- 1282—Psychology Applied to Human Affairs
- 1283—Psychology of Human Development
- 1284—Behavior Problems of Children
- 1285—Cultural Anthropology
- 1287—Teaching Internship: Introductory Psychology
- 1294—Economics in Contemporary Society*
- 1297—Teaching Internship: Economics in Contemporary Society
- 1511—Introduction to Business and Society*
- 1513—Small Business Fundamentals
- 1534—Practical Law
- 1537—Professional Selling
- 1540—Accounting Fundamentals
- 1587—Teaching Internship for General College Law Courses
- 1701—Psychology of Personal Effectiveness
- 1721—Marriage, Family, and Personal Fulfillment
- 1733—Contemporary Sex Roles
- 1814—The American Indian in American Law
- 1837—Asian American Women
- 1851—Multicultural Relations

Course Descriptions

Numbers—

0000—0999 Noncredit courses: pre-college skills exploration and development, fee charged (see *Class Schedule*)

Note: Credit equivalents for noncredit courses are as follows: 0623 and 0643—4-credit equivalent; 0611, 0615, 0616, 0617, 0621, 0625, and 0631—5-credit equivalent. To receive credit equivalency, students must take math courses in the appropriate sequence.

1000–1099 College-level skills exploration and development courses

1100–1899 Introductory and preparation-for-transfer courses

xxx8 Special topics courses

xxx9 Directed study

Symbols—

, The comma, used in prerequisite listings, means “and.”

§ Credit will not be granted if credit has been received for the course listed after this symbol.

¶ Concurrent registration is required (or allowed) in the course listed after this symbol.

..... Approval of the instructor is required for registration.

Δ Approval of the department offering the course is required for registration.

□ Approval of the college offering the course is required for registration.

BC Base Curriculum

TC Transition Curriculum

H Honors course (follows the course number).

f, w, s, su

..... fall, winter, spring, summer (follows the course number). Use as a guide only. Contact the department offering the course for updates.

UCEC

..... University College Extension Classes

A prerequisite course listed by number only (e.g., prereq 0615) is also a GC course.

GC 0611. Introduction to Basic Mathematics. (No cr [5-cr equiv], \$0615; prereq GC math placement; BC) Exponents, order of operations, prime numbers, fractions, decimals, percents, signed numbers, measurement, scientific notation, ratio, proportion, formulas.

GC 0615. Introduction to Mathematical Problem Solving. (No cr [5-cr equiv], \$0611; prereq GC math placement) Problem-solving approach to arithmetic. Exponents, order of operations, prime numbers, fractions, decimals, percents, signed numbers, measurement, scientific notation, ratio, proportion, formulas.

GC 0616. Algebraic Problem Solving I. (No cr [5-cr equiv], \$0621; prereq 0615, referral from 0615 instructor; BC) Problem-solving approach to elementary algebra. Signed numbers, variables, expressions, equations, inequalities, exponents, polynomials, rational expressions, and applications of these topics.

GC 0617. Algebraic Problem Solving II. (No cr [5-cr equiv], \$0625; prereq 0616, referral from 0616 instructor; BC) Continuation of GC 0616. Factoring, rational expressions, systems of equations with two variables, Cartesian graphing, radicals, quadratic equations, and applications of these topics.

GC 0621. Elementary Algebra. (No cr [5-cr equiv]; prereq GC math placement or 0611 or 0615; BC) For students with strong background in arithmetic. Sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, rational expressions, radicals.

GC 0623. Plane Geometry. (No cr [4-cr equiv]; prereq GC math placement or elem algebra, #; BC) Elements of plane geometry with some geometry of solids equivalent to one year of high school plane geometry. Logic, sets, systems of measurement, geometric figures, geometric relationships, area, volume, concurrence, constructions. Course is programmed instruction with lecture notes provided by instructor.

GC 0625. Intermediate Algebra I. (No cr [5-cr equiv]; prereq GC math placement or elem algebra with grade of C or better; BC) For students with adequate background in elementary algebra. Sets, real numbers, linear equations, linear inequalities, absolute value equations and inequalities, exponents, polynomials, systems of equations, word problems, rational expressions, roots, radicals.

GC 0631. Intermediate Algebra II. (No cr [5-cr equiv]; prereq GC math placement or 0625 with grade of C or better; BC) Complex numbers, quadratic equations, matrix solutions to systems of equations, general inequalities, conic sections, functions, logarithmic and exponential functions, sequences, series, binomial theorem. *Knowledge of linear and quadratic equations and inequalities, exponents, factoring, rational expressions, roots, radicals, and graphing assumed.*

COURSES

GC 0643. Basic Mathematics: Programmed Study. (No cr [4-cr equiv]; prereq #: BC)
With aid of instructor, topics selected from whole numbers, fractions, decimals, percents, signed numbers, formulas, graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, conic sections, functions, logarithms. Course is programmed instruction with lecture notes provided by instructor.

GC 1041. Developing College Reading. (3 cr; prereq Commanding English enrollment, #; BC)
For non-native speakers of English only. Comprehension and study strategies necessary for reading college-level textbooks. Previewing a textbook for content and organization, underlining and making marginal notes, outlining, anticipating test questions, and interpreting technical vocabulary.

GC 1042. Reading in Content Areas. (3 cr [may be repeated for max 9 cr]; prereq Commanding English enrollment, #; A-F only; BC)
Practice with reading skills and strategies relevant to a particular content course. Students enroll concurrently in 1042 and a designated GC content course. Textbooks for 1042 will be those of the content course.

GC 1051. Introduction to College Reading and Writing. (5 cr, §1407; prereq RC score 21-36, recommendation of writing professor; BC)
Developing writing fluency and editing strategies through reading and writing for personal and academic purposes.

GC 1076. Career Planning. (2 cr; BC)
Career workshop to assess students' interests, abilities, needs, values, and personality through testing and subjective self-exploration. Occupational information provided through computerized system and other printed materials. For students who need to confirm a tentative career choice.

GC 1086. Higher Education Survival Seminar. (1-2 cr [may be repeated for max 6 cr]; A-F only; BC)
Academic coping skills (e.g., study behavior, test taking, time management, communication skills) and career exploration. Personal issues that may interfere with student progress. Information about University/community resources.

GC 1111. Science in Context: Weather and Climate. (5 cr; 5 lect, 1 lab hrs per wk; BC)
Principles from physics, ecology, chemistry, and biology used in studying the atmosphere—its weather, climate, and chemical composition. Familiar experiences of weather and climate changes and less familiar principles that explain why changes occur. Discussion/lecture and lab work result in weather forecasting and climate change predictions.

GC 1112. Ecological Evaluation of Environmental Problems. (5 cr; BC)
Concepts of ecology (organization of ecosystems, material cycling, energy flow and production, population dynamics, and community interactions) needed to understand proximate and ultimate causes of environmental problems such as world hunger, endangered species, deforestation, solid and hazardous wastes, global climate change, acid rain, and cultural eutrophication. Frameworks and methodologies for critically evaluating impacts and proposing interventions.

GC 1131. Biological Science: Principles. (5 cr; 4 lect, 4 lab hrs per wk; TC)
Study of the unity, diversity, and interdependence of life on Earth, emphasizing the unifying concepts and principles of modern biology. Five kingdoms of life, cell theory, photosynthesis and respiration, mitosis and meiosis, genetics, reproduction and life cycles, principles of ecology, behavior, theory of evolution.

GC 1132. Biological Science: The Human Body. (5 cr; BC)
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.

GC 1133. Nature Study. (4 cr; TC)
General natural history for students with little or no biology training. Natural histories of common Minnesota plants and animals examined in the field from informed amateur naturalist perspective. Natural habitat associations; field observation and identification techniques.

GC 1137. Biological Science Laboratory: The Human Body. (2 cr; prereq 1132 or 11132; BC)
Lab for GC 1132. Form and function of gross mammalian anatomy through dissection (skeletal, muscular, digestive, circulatory, nervous, urinary, and reproductive systems). Microscopic examination of tissues and organs. Exploration of mammalian physiology with emphasis on designing experiments, analyzing and interpreting data.

GC 1160. Investigations in Physical Science. (5 cr; prereq 1 yr high school algebra or 0616 or 0621 or equiv; BC)
Inquiry approach to problem solving and the scientific method. Working individually and in groups in a lab setting, students observe everyday events in the physical world, formulate hypotheses, design experiments based on these events using simple apparatus, do computer modeling of numerical data, derive formulas, and evaluate quantitative variations found. Examples from several physical sciences.

GC 1161. Physical Science: Solar System Astronomy. (4 cr; BC; UCEC only)
Introductory survey of solar system: planets, satellites, asteroids, comets, meteorites. Celestial sphere, coordinate systems, time intervals, motion, physical attributes of various members of our solar system; space program findings. Opportunity to observe through University telescope.

GC 1162. Physical Science: Stellar Astronomy. (4 cr; BC; UCEC only)
Introductory study of large-scale structure of universe. Definition and measurement of certain properties of stars: magnitude, distance, temperature, size. Spectral classification of stars, nebulae, pulsars, black holes, galaxies, quasars; theories of relativity, cosmology, cosmogony. Opportunity to observe through University telescope.

GC 1163. Physical Science: Principles of Physics. (5 cr; prereq elementary algebra or 0621; TC)
Aspects of mechanics and electricity. Lectures, discussions, lecture experiments, demonstrations; no separate lab. Problem solving to prepare students for higher-level physics.

GC 1166. Physical Science: Principles of Chemistry. (5 cr; prereq GC 0621 or Math Level "D" or high school algebra or equiv; BC)
Fundamental principles and laws. Problem-solving techniques. Classification of matter, elements, atomic and molecular structure, compounds, mole calculations, chemical bonding, empirical formulas, chemical reactions, stoichiometry, enthalpy, gas laws, solutions, solution concentrations, acids and bases, organic chemistry. No separate lab.

GC 1171. Physical Geology. (5 cr; 5 lect, 2 or more lab hrs per wk; BC)
Description, origin, and development of common land features—valleys, hills, rivers, lakes. Types of surface materials (minerals, rocks, soils). Movements inside Earth and their effects on its surface (volcanoes, earthquakes, mountains). Self-paced lab: mineral and rock analysis, topographic map reading, landform identification, landscape interpretation.

GC 1172. Historical Geology. (5 cr; 5 lect, 2 or more lab hrs per wk; BC)
Principles of geology used to unravel Earth's past, as recorded by rocks and fossils. Development of Earth's physical and chemical features through time, with changing patterns of life as a response. Problem solving, logical deductions from facts emphasized. Self-paced lab: identification and interpretation of rocks, fossils, geologic maps, ancient environments and geographies.

GC 1173. Geology of the National Parks. (5 cr; TC)
Processes that produced spectacular scenic and geologic features of North America's national parks and monuments, described using a regional approach. Basic geology (minerals, rocks, maps, geologic time) introduced as needed. Landscapes and their origins, based on map work, emphasized. Lecture and lab integrated. Students work mostly in groups.

GC 1211. People and Problems. (5 cr; BC)
Interdisciplinary, cross-cultural study of major political and economic problems of human society. Problems such as employment, inflation, energy, pollution, war, and distribution of power examined from social sciences perspective.

GC 1221. Minnesota History. (5 cr; TC)
Geography, native peoples, exploration, frontier settlement, statehood, economic development, politics, ethnic and social history.

GC 1231. United States: Growth of National Power. (5 cr; BC)
Change and continuity in American history from 1500s to present. Events, issues, and personalities illustrating evolution from colonialism to strong national government, individual enterprise to development of welfare state, frontier security to international peacekeeping.

GC 1232. United States: Growth of American Technology. (5 cr, §3232; TC)
Interdisciplinary examination of some major areas of American technology; development as part of an interconnected system of inventors and entrepreneurs interacting with historic, geographic, economic, and political factors/forces here and abroad.

GC 1233. United States: Government and Politics. (5 cr; BC)
Major institutions of American national government and politics in context of their recent social-historical development. Becoming a well-informed and active citizen emphasized through writing short papers requiring updated understanding of political events.

GC 1235. United States: Law in Society. (5 cr; BC)
How American legal system deals with major social conflicts and controversies—abortion, pollution, child abuse, gay rights, crime, minority rights, and constitutional freedoms. Nature and structure of law; court systems; criminal, juvenile, environmental, and family law; law of death.

GC 1236. United States: The Crime Problem. (5 cr; BC)
Nature and causes of crime in the United States. Case examples of violent, individual white-collar, corporate, and organized crime examined using concepts from several academic disciplines. Evaluation of current and proposed public policies designed to reform criminal justice system and alleviate the crime problem.

GC 1241. Historical Biography. (4 cr [may be repeated for max 8 cr]; TC)
Roles of diverse historic and contemporary figures in influencing and being influenced by the times in which they lived (Civil War or World War II/Cold War eras).

GC 1251. World History. (5 cr; BC)
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.

GC 1252. World Politics. (5 cr; TC)
Comprehensive theoretical introduction to contemporary international relations, post-World War II international politics, and role of United States in the world. Political development of selected countries in Latin America, Middle East, East Asia, Eastern Europe, and former Soviet Union. In addition to course texts, use of *The New York Times* will help integrate coursework with actual events.

GC 1275. Consumer Transactions and Law. (4 cr; TC; UCEC only)
Relationship between consumer marketplace and law. Focus on preventive law for consumer seller-buyer at pre-agreement, agreement, and post-agreement stages of consumer transactions. Legal self-sufficiency as cost-saving, effective consumer technique emphasized as applied skill. Topics include general introduction to consumer law, deceptive practices and legal regulation of marketing techniques, extending credit, usury regulation, product warranty issues, security agreement regulation, debtor default and creditor collection remedies, buyer/seller remedies for contractual non-performance, product liability for defective goods, and debt counseling and bankruptcy concerns.

GC 1281. Psychology in Modern Society. (5 cr; BC)
Introduction to science of human behavior. Analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups.

COURSES

GC 1282. Psychology Applied to Human Affairs. (4 cr; prereq grade of A or B in 1281 or Psy 1001; GC 1422 or Comp 1011 recommended; TC)

Improve skills in writing psychology research papers by reading journal articles, writing literature reviews, collecting and reporting data, and presenting papers in class. Explore major fields of applied psychology (educational psychology, psychotherapy, industrial psychology, applied social psychology).

GC 1283. Psychology of Human Development. (5 cr; TC)

Growth and development from conception through old age. Physical, motor, social, cognitive, and psychological development. Integrating facets of development to understand an individual as a complex organism in a complex world.

GC 1284. Behavior Problems of Children. (4 cr; TC)

Identification of maladaptive behavior/coping with children demonstrating such behavior. Dynamics of behavior seen at home, in schools, and in social relationships. Effects of heredity, family experience, peer pressure, and socioeconomic class on development of behavior problems in children.

GC 1285. Cultural Anthropology. (5 cr; BC)

Human culture viewed as integrated system of learned and shared knowledge that guides behavior of all members of given society. Attempt to develop generalizations about influence of culture on human behavior by analyzing and comparing ways of life in wide range of cultures. Power of culture to shape personality and power of individuals to alter cultures.

GC 1287. Teaching Internship: Introductory Psychology. (3 cr; prereq 1281, #; TC)

Students serve as teaching interns for GC 1281. They work with students in and out of class, attend weekly seminars, and write a research paper based on library research in psychology.

GC 1294. Economics in Contemporary Society. (5 cr, \$1295 or 1296; BC)

Economist's vocabulary; topics such as supply and demand, fiscal and monetary policies, taxation and welfare, production, growth and unemployment, energy, GNP, and alternative systems.

GC 1297. Teaching Internship: Economics in Contemporary Society. (3 cr; prereq 1294, #; TC)

Students serve as teaching interns for GC 1294. They work with students in and out of class, attend weekly seminars, and write a paper based on research or readings related to economics.

GC 1311. Art: General Arts. (4 cr, \$3311; BC)

Examines diverse cultures' representative works of art (painting, sculpture, architecture, literature, music) to discover how and why art is created and to enable students to formulate and evaluate ideas and attitudes about it. Intensive writing component.

1312. Identity, Community, and Culture: Connections in the Arts and Humanities. (5 cr; A-F only; BC)

Understanding identity and community as expressed in multicultural arts and humanities. Through readings, multimedia presentations, discussions, writing, and making art, students learn about culturally diverse visual, literary, and performing arts. Team-taught.

GC 1331. Musical Heritage. (4 cr; TC)

Examines music concepts that may vary when dealing with the musical heritage of different cultures. African, Asian, European, North American, and South American musics. Indigenous musical cultures and their values in the United States.

GC 1357. World Religious Beliefs. (5 cr; prereq 30 cr, GC 1422 or equiv; TC)

Explores beliefs, rituals, and attitudes of the world's major religions and many parallel traditions in their historical, social, and cultural settings. Intensive writing component.

GC 1364. Literature of the American Immigrant Experience. (4 cr; prereq Commanding English enrollment, #; BC)

Explores American immigrant experiences, both historical and contemporary, through readings in fiction, expository prose, biography, and oral history.

GC 1365. Literatures of the U.S. (4 cr; prereq GC 1421 or equiv with grade of C- or higher; BC)

Introduction to late 19th- and 20th-century U.S. literature; artistic, historically significant portraits of diverse peoples' conflicts and relevance to current debates about telling "the American story" from multicultural perspectives.

GC 1366. Literature: Images of Women in Literature. (5 cr; BC)

Images of women (such as submissive wife, sex object, woman alone, and liberated woman) as presented in short fiction, drama, and poetry, and occasionally in advertising, movies, and television. Problems and concerns of women as writers, as expressed in diaries and essays of such writers as Virginia Woolf and Tillie Olson.

GC 1367. Contemporary Literature: International Perspectives. (4 cr; BC)

Readings in fiction, poetry, drama, and autobiography from contemporary writing not originating in the United States. Comparative focus. Extensive formal and informal written assignments, as well as lecture and discussion.

GC 1371. Literature: Reading Short Stories. (4 cr; BC)

Emergence and development of short story form; emphasis on recent works by writers of diverse backgrounds (ethnicity, family orientation). How authors use specific elements of short story genre to effectively express their ideas about human experience. Intensive writing component.

GC 1374. The Movies: An Introduction. (4 cr; BC)

Film as art. Appreciation, aesthetics, and interpretation. Composition, editing, sound, movement, acting, literature. Students view films in class, may read film scripts, and write essays analyzing cinematic art. Multicultural perspectives.

GC 1375. Film and Society. (4 cr; prereq completion of 24 cr; TC)

Films as medium for social and cultural expression. Problems of individuals' values or identities in conflict with societal demands or constraints (e.g., racism, sexism, urban living, family living, aging, politics, education, sexual mores, adolescence). Multicultural perspectives. Much analytical writing.

GC 1421. Writing Laboratory: Basic Writing. (4 cr, §1412 before fall 1981; BC)

Students write on various topics in response to reading and discussion. Personal help with writing problems. Emphasis on clear and effective written expression through extensive writing and revision. Requires microcomputer use.

GC 1422. Writing Laboratory: Communicating in Society. (4 cr, §1423; prereq 1421; BC)

Primarily through expository writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events and ideas, how they think and write about them. Extensive writing practice. Requires microcomputer use.

GC 1423. Writing Laboratory: Community Service Writing. (4 cr, §1422; prereq 1421, #; BC)

Students complete a variety of writing tasks involving description, research, and analysis based on work in a community-based setting and on assigned readings. Students spend six to ten hours per week at an off-campus site for about six weeks of the quarter. Extensive research and writing practice. Requires microcomputer use.

GC 1454. Statistics. (5 cr; prereq intermediate algebra or 0631; TC)

Introduction to modern statistics emphasizing problem solving through statistical decision making. Organization and presentation of data, summary statistics, sampling, probability, distributions, simple estimation, correlation, hypothesis testing.

GC 1456. Functions and Problems of Logic. (4 cr, GC §1442; TC)

Introduction to three formal (symbolic) techniques for evaluating validity of arguments: Venn diagrams, truth tables, and method of formal proof. Emphasis on translating English statements into a symbolic system and improving skills in working with abstract, formal tools to understand structure and complexity of valid reasoning.

GC 1461. Oral Communication: Speaking and Creative Thinking. (4 cr; BC)

In conversations, discussions, and prepared speeches, students share ideas, attitudes, and experiences with others; examine how language functions as means of communication. Modes and methods of creative thinking are explored in relation to effective oral communication. Students listen and respond to communication of others and comment on what they see, hear, and feel.

GC 1463. Multicultural Oral Communication. (4 cr; BC)

Multicultural communication theories and experiences, multicultural approaches to conflict management, diverse verbal and nonverbal communication patterns. Individual and group projects.

GC 1464. Oral Communication: Group Process and Discussion. (1-4 cr; BC)

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. Diverse group projects and activities; skills and theory especially adapted for the professional setting.

GC 1481. Creativity: Art Laboratory—Experiences in the Media. (4 cr; BC)

Opportunity for creative experiences in a variety of artistic media. Students work individually and in groups to develop creative awareness and abilities and to explore personal and cultural art issues. Includes creating art, reading, writing, and discussions.

1482. Computer Graphics. (4 cr; BC)

Generate and develop artistic ideas into finished works using a graphics software program. Individual and group work to explore artistic thinking and problem solving. Microcomputer use, reading, writing, and discussion.

GC 1483. Music Laboratory. (4 cr; open to students with or without previous musical training; BC)

Reading, writing, and performing music notation. Includes note names, rhythmic and meter symbols, key signatures, scales, musical texture, formal structure, and basic harmony. Opportunity to compose.

GC 1485. Creativity: Photography I. (4 cr; BC; UCEC only)

Instruction in use of cameras, basic optics, film and paper emulsions, and similar topics. Darkroom work with basic techniques, film developing, and paper printing. *Students must have a camera; a 35mm camera is preferred but not required.*

GC 1511. Introduction to Business and Society. (5 cr; BC)

Overview of business in U.S. economic and social life. Economics, marketing, management, finance, law, international business. Ethics, environmentalism, consumerism, cultural diversity. Students develop awareness of their role as consumer, worker, citizen.

GC 1513. Small Business Fundamentals. (4 cr; TC)

Societal forces that affect small business ventures. Students explore opportunities to market products/services and purchase or manage an existing firm. Finance, marketing, management, legal and ethical issues, writing a business plan.

GC 1534. Practical Law. (5 cr; TC)

Introduction to American legal process. Structure, substance, and process of law; common everyday legal matters dealing with crimes, contracts, personal injury, property ownership, consumer purchases, employment, and financial transactions.

GC 1537. Professional Selling. (4 cr; TC)

To apply knowledge and skills from many fields for a professional sales career, students develop understanding of related theories and their applications. Format includes lecture/discussions, guest speakers, films, and case problems; techniques practiced in small-group activities include role playing, sales demonstrations, and videotaping. Qualifications needed for successful career in sales; opportunities and pitfalls.

GC 1540. Accounting Fundamentals. (4 cr; TC)

Introductory course for those who plan continued study in accounting or are interested in other business fields. Balance sheet and income statement methodology; accounting cycle for both service and merchandising businesses; examination of special journals, inventories, receivables, and accounting for plant and equipment. Lectures, discussions, and frequent homework assignments.

COURSES

GC 1571. Introduction to Microcomputer Applications. (5 cr; prereq elem algebra; TC)
Self-paced, hands-on course covering both IBM and Macintosh computers. E-mail, word processing (Microsoft Word), spreadsheets (Microsoft Excel), databases (Microsoft Access). Emphasis on using applications in practical ways.

GC 1572. Introduction to Computer Programming. (5 cr, \$3571; prereq 1571 or IBM microcomputer exper; TC)
Self-paced, hands-on course in which students design, write, code, and run BASIC programs. Emphasis on writing structured programs for social sciences. Provides excellent background for further programming courses. Most coursework may be done on classroom microcomputers.

GC 1575. Introduction to Computers. (4 cr; prereq 0621 or 1435; BC)

Developing computer literacy. Historical development, hardware, operating systems, database management, systems development, economic and social impact, and applications. Students program representative problems in BASIC. Some work on computers outside of class required.

GC 1587. Teaching Internship for General College Law Courses. (1-3 cr; prereq 1235 or 1534, 1587 with at least a B+ in each [may be repeated for max 9 cr]; TC)

Students serve as teaching interns for GC law courses. Work with students in and out of class in regular tutorial sessions; research, lecture, prepare and grade written assignments, quizzes, and exams.

GC 1701. Psychology of Personal Effectiveness. (4 cr; BC)

Psychological concepts of personal and social adjustment: understanding one's personality, managing personal problems effectively, developing interpersonal skills, making good decisions. Active learning, group discussion, written projects, homework, tests. Class discussion and individual projects based to large extent on students' experiences, needs, and interests.

GC 1721. Marriage, Family, and Personal Fulfillment. (5 cr; TC)

Psychological, social, and biological aspects of marriage and family living. Helping students gain understanding of, and self-awareness concerning, such areas as dating, mate selection, getting married, having children, and sexuality. Adjustments outside of traditional marital and family relationships.

GC 1733. Contemporary Sex Roles. (5 cr; TC)

Social roles and related expectations, informal and formal roles, role modification, and role reversal. Overcoming sexual stereotyping. Focus on analyzing the openness and rigidity of sex roles in childhood socialization; education; mate selection; marital, parental, and homemaking roles; occupations; and social trends.

GC 1814. The American Indian in American Law. (4 cr; TC)

Complex and extensive U.S. law relating to American Indians as reflection of attitudes of dominant society toward this minority group. Position of Indian people in contemporary American society. Not detailed study of aspects of legal system, but overview of developmental and historical line: from Spain's Law of the Indies, through French and British colonial legislation, to U.S. federal and state law and treaties, culminating in consideration of civil and personal rights of Indian citizens in the 1990s.

GC 1816. African American Literature. (4 cr; prereq 1421, 1422; TC)

Evaluating short stories, poetry, novels, and drama by African Americans in international context. Connection between literature of African Americans and international writers of African descent.

GC 1836. Asian American Literature. (4 cr; prereq 1421 or equiv with grade of C- or higher; BC)

Analyzing prose, poetry, and drama by Asian American authors. Exploring challenges of self and family functioning within society—becoming disoriented during immigration, respecting parents/ancestors, coping with peer pressure, confronting ethnic stereotypes and biased attitudes, establishing and celebrating identity.

GC 1837. Asian American Women. (4 cr; TC)

History and current socioeconomic status of Asian American women from their perspective. Analysis of books, autobiographies, articles, and literary works by or about Asian women in the United States from mid-19th century to present.

GC 1851. Multicultural Relations. (4 cr; BC)

Examines nature of historical and contemporary multicultural relationships in American society. Systems of oppression and their connection to power and privilege analyzed through concepts of race, class, gender, stereotypes, ideology, language, and social control.

Next page: Spring 1996 rallies in support of continued student access to the University of Minnesota through the General College.

Administration, Faculty, and Staff

This is the Administration and Faculty section of the 1997-1999 University of Minnesota General College Bulletin.



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* Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.

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Michael R. Rothweiler
Frances A. Stark
Aloida M. Zaragoza

[†] Recipient of the John Tate Award for Excellence in Academic Advising.

[‡] Recipient of the University of Minnesota Academic Staff Award.

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General College Directory

Office of the Dean	109 Appleby Hall	625-6885 fax 626-7848 TTY 626-1014
Academic Affairs and Curriculum	240 Appleby Hall	625-2880
Academic Service Center	140 Appleby Hall	626-8705 fax 625-0709
Commanding English Program	233B Appleby Hall	625-3514
Student Services		
Academic Advising	25 Appleby Hall	625-3339
Academic Resource Center	11 Appleby Hall	626-1328
College Registrar	25 Appleby Hall	626-7141
Student Information Center	25 Appleby Hall	625-3339
Transfer and Career Center	127 Appleby Hall	624-4346
Student Board	120 Appleby Hall	625-6004
Technical Support Services	211 Appleby Hall	625-3413
Affiliated Programs		
Student Parent HELP Center	180 Appleby Hall	625-5307
TRIO Programs	40 Appleby Hall	625-0772
(McNair Program, Student Support Services, Upward Bound)		fax 625-0704
University Day Community	101 27th Avenue S.E., #101	627-4107
General College on the World Wide Web		http://www.gen.umn.edu/