

General College University of Minnesota Bulletin 1985-87



General College

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Introduction

Resources

This biennial bulletin describes General College courses, programs, skills centers, special learning opportunities, counseling and HELP Center services, advising and registration procedures, and requirements for certificates and degrees. Information about quarterly course offerings, course changes, new courses, and special offerings is published each quarter and distributed as part of your registration materials by the General College Registration Center, 20 Nicholson Hall.

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, maps, fees, final exam schedules, and other valuable information.

Other Publications—For University policies, consult the annual *General Information Bulletin*. Evening and summer courses are described in the *Continuing Education and Extension Classes Bulletin* and *Summer Session Bulletin*, respectively. Separate bulletins are also published for other University colleges. Most bulletins are available at the Williamson Hall Information Center.

Two particularly helpful booklets, the *General College Student Handbook* and *Planning an Associate in Arts Degree*, may be obtained from your adviser or from the General College Registration Center, 20 Nicholson Hall.

Adviser—You will be assigned a faculty adviser when you enroll in the General College. Your adviser will help you with educational planning and with questions you may have about other academic matters and University resources.

Policies

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

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, or veteran status. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 38 U.S.C. 2012; by the Vietnam Era Veterans Readjustment Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

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

Postal Statement

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Dear General College Student:

As a member of a small college within a large metropolitan university, you can experience the best of two worlds. With your academic home in the General College, you will find a student-centered faculty, a corps of highly trained counselors, the opportunity to attend small classes and receive personal attention, and skills programs and support services to enhance your learning.

As part of the larger University community, you have available to you many resources outside the General College. Qualified students, for instance, may enroll in classes in one of the many departments of the College of Liberal Arts or the Institute of Technology. All University students are also eligible to use campus health service, library, physical education, and music facilities.

This bulletin describes the learning opportunities in a rich and diversified curriculum. Depending on your interests, you may want to acquire a general education leading to an associate in arts degree or study in various certificate-granting or occupational programs. In addition, if you qualify, you may apply for entrance into an individualized baccalaureate program, where you design an education tailored to your specific needs, or transfer to other University units.



After you have looked through this bulletin, I am sure you will agree that the General College and the University have much to offer you. While you learn, I hope you will also find your experiences enjoyable.

Cordially,

Jeanne T. Lupton

Jeanne T. Lupton
Dean, General College

Programs and Services



The General College (GC) of the University of Minnesota is housed in Nicholson Hall on the East Bank of the Minneapolis campus. Since its founding in 1932, it has served as the open admissions college of the University. In the years since, the College has granted more than 13,000 associate in arts degrees to students who have completed a two-year program of general education; has enabled thousands to prepare for entry into baccalaureate programs at other colleges of the University and state; and has awarded occupational certificates to the many who combined general education courses with career-related studies. In 1970, the college initiated individualized baccalaureate programs leading to the bachelor of general studies and the bachelor of applied studies degrees. Admission to baccalaureate programs is by selection, based on criteria established by the faculty.

About 3,000 students enroll in the General College each year, of whom about 2,500 are freshmen and sophomores.

The population of the General College is a rich mixture, made up of students of traditional college age, many more older students than in the past, more students from minority groups, and many with international backgrounds. In addition to the large numbers of full-time students, the college enrolls part-time students (many training for career specialties) and increasing numbers of "mid-career" employees seeking a general education to complement and enhance their career skills. When these learners—with their diverse interests, talents, and needs—come together in classes, they create an exciting and stimulating milieu for exploration and discovery of ideas and for application of learning to their lives.

The college has a faculty of almost 70 and includes, in addition, about 60 graduate teaching assistants. To meet the varied needs of its special clientele, the General College maintains a strong counseling and advising program; skills centers for those who need help in reading, writing, and mathematics; and microcomputer centers for learning and skill development.

General Education

The core of the General College program is a series of general education courses whose purpose is to provide students some knowledge of the natural world; of human behavior and social organization; of intellectual achievements in the arts, literature, and philosophy; and of the means of human communication. General education draws upon multiple resources of learning—academic and experiential, theoretical and applied, traditional and non-traditional—and tries to discover practical means of coordinating knowledge and applying it in life. General education courses are broad in scope rather than specialized and, as nearly as possible, are planned to be complete in themselves. They focus on major concepts and general principles. Emphasis is on relationships within and among fields of knowledge rather than on study of isolated segments.

In the General College, students use the general education program as a means of testing personal as well as educational objectives. They may also use it as a foundation for advanced study, or they may combine general and occupational education in various ways. The faculty is committed to providing the most suitable educational environment within which each student can develop and expand her or his unique potential. In 1981, the faculty voted approval of new associate in arts guidelines to which the following statement served as preamble.

"General education in the General College needs to be *preparatory*, providing appropriate study skills training, preparation for transfer, and opportunities for career exploration; be *integrative and interdisciplinary*, providing package and mini-courses, core courses, skills training in combination with subject-matter courses, and course work integrated with counseling and/or experiential learning; be *student-centered*, adapting to each student's individual situation; be *diagnostic*, evaluating educational strengths, weaknesses, and interests; be *experimental*, emphasizing research in effective organi-

zation, teaching, and counseling; be *accountable*, providing for continuous evaluation of, and adjustments to, programs; provide for *standards of competence*, setting minimums in the light of student characteristics; provide *coherence*, emphasizing integrated course work and logical and sequential programming, sensible to both students and faculty; and emphasize *learning how to learn*, teaching goal-setting, discipline, a sense of academic competence, and developing the appetite for continuing to learn, for life-long learning, and for career planning.”

Missions and Goals

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

- to make the University of Minnesota accessible to the broadest possible spectrum of Minnesotans seeking undergraduate education.
- to offer flexible, up-to-date, free-choice, individually planned courses of interdisciplinary or general studies, including certificate, associate in arts, and baccalaureate programs.
- to provide career programs that emphasize a heavy proportion of general studies, that may include paraprofessional training in various schools and institutes of the University, that capitalize on educational experiences gained in other institutions—public, private, or proprietary—and that offer certificates as well as associate and baccalaureate degrees.
- to respond to community needs by offering classes from the college's standard curriculum, by designing new courses appropriate to groups requesting them, by providing individual help through skills centers, and by offering educational and vocational advising services for citizens of the state at locations convenient to them.

- to continue providing individual, flexible student services in the belief that student learning is enhanced when anxieties are lessened.
- to serve higher education in Minnesota and elsewhere by reporting results of curricular and instructional experiments for use on this and other campuses, by providing internships for undergraduates intending to become college teachers, and by cooperating with other Minnesota educational institutions in originating, developing, and evaluating innovative instructional programs.

In light of its missions, the General College strives:

- to maintain admission policies and provide supportive services that enable any high school graduate (and many non-high school graduates) to enter the General College and progress within it, or within other units of the University, as far as aptitude, circumstances, and personal interest in higher education allow.
- to reach out into the community to serve people who hope that higher education might help them cope with conditions and deficiencies that hinder their progress in life.
- to maintain teaching as the central activity in the professional lives of its faculty members as well as experimentation, research, and writing directed toward the continual study of the needs of students and of society, and to devise appropriate curriculum and teaching techniques.
- to provide courses of study and model programs that help persons who engage in them to deal constructively with such personal concerns and to acquire such personal attributes as health, citizenship, vocational preparation, a sense of social justice, aesthetic appreciation, speculative and creative powers, and ideals and values.
- to prepare students for change and be ready to change itself in response to social pressure, increasing knowledge, improved technology, or individual needs.

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- to engage in continuous evaluation of all members, programs, and procedures.
- to remain dedicated to improvement of the quality of life for all, through teaching and courses of study aimed at developing the competence, with commitment, of present and future generations.

General College Degrees

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

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

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

General College Certificates

The General College grants certificates in the following career development programs:

Aging Studies—The General College offers this program in cooperation with Continuing Education and Extension. It is designed for persons who already have some experience in working with the elderly as well as for those who want to work in this area. The program is composed of five core courses that concentrate on the physical, psychological, and social changes that normally occur with age; programs and services for the elderly; and skills for effective communication. Also required are an elective course related to students' career or personal interests and an internship in which students apply their insights and training in a field setting. This 30-credit sequence of interrelated courses can be completed in one year.

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

Human Services—The Human Services (HSG) program, introduced in 1971, was planned in cooperation with the University's Department of Psychiatry and in consultation with representatives of a number of human services facilities and the National Institute of Mental Health. In 1983, the program was revised to make it available to a wider variety of students and to be more inclusive of curriculum and content options.

The certificate is designed to develop within students a repertoire of basic interpersonal skills for working effectively with individuals, families, groups, or communities on human services problems; provide them with access to jobs at a level between aide and professional; help them acquire additional or more specialized skills; and increase their transferability from one type of human service to another. The intent is to serve people who are or have been employed in the human

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

Completion of the 60-credit program leads to a certificate granted by the General College. Students complete 20 credits of core courses plus two additional 20-credit modules, including two 6-credit community service internships. The modules may be in law enforcement/corrections, counseling studies, aging studies, urban studies, or family studies, or they may be self-designed or self contained from other University colleges. Lists of approved courses are available for each module. With appropriate planning to satisfy the other requirements, the certificate may be completed in conjunction with another certificate program or incorporated into a General College A.A., B.A.S., or B.G.S. degree program.

Interested students may obtain a *Guide to Human Services in the General College* from the Counseling and Student Development Office or the human services coordinator.

Marketing—This program combines general education courses with marketing and other related courses for students interested in a career in a business field. Successful completion of the two-year program leads to a certificate, which entails about 90 credits (66 to 72 business credits plus the required general education credits). During the first year, students complete the prerequisite courses as well as a portion of the general education distribution requirements. During the second year, students complete the remaining general education requirements and the specialty business courses. With appropriate planning, the certificate may be incorporated into a General College A.A., B.A.S., or B.G.S. degree program.

Interested students may obtain a brochure and the *Adviser's and Student's Guide to the Marketing Program* from the program coordinator or the Counseling and Student Development Office.

Cooperative Studies

In cooperative arrangements with other institutions and with some units of the University, the General College provides the general education component for the following programs:

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

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

1. Technical education must be completed in an area vocational-technical institute or in a private technical school approved by the General College and by the State Department of Vocational Education.

2. The number of credits accepted toward a General College degree is determined on the basis of a ratio of clock hours of instruction to quarter credits. In general, a ratio of 30 clock hours to 1 quarter credit applies. A maximum of 45 credits may be applied toward the A.A. degree and a maximum of 90 credits toward the B.G.S. or B.A.S. degree.

3. Credit toward a General College degree is granted only for completed programs, and such credit may not be used to fulfill degree requirements until a minimum of 45 quarter credits have been satisfactorily completed in residence at the University. Thirty credits must be earned in the General College for an A.A. degree

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and 45 for a baccalaureate degree. General College admission requirements apply to any student seeking admission to the General College component of any cooperative program.

Interested students should consult the Counseling and Student Development Office.

Aviation Studies—Students may apply aviation studies courses taken at the University flight facilities (at the Anoka airport) toward a General College A.A., B.A.S., or B.G.S. degree program. Such courses may not, however, fulfill general education requirements.

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

Fire protection certificate courses are General College courses and carry degree credit, although they may not fulfill general education requirements. They are available only through Extension Independent Study. The certificate program requires a minimum of 48 credits, 33 of which are from specialty courses.

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

Students wishing to pursue a baccalaureate degree in criminal justice may design their own program through the

General College—usually in cooperation with appropriate other departments at the University. No criminal justice degree per se is offered at the University.

Legal Studies Continuing Education—The General College endeavors to meet the need of the legal community for courses that enhance and upgrade the knowledge and skills of persons already working in the legal environment. Courses in areas of legal speciality are designed to promote both depth of understanding and practical skills. Credits earned may be applied toward a General College A.A., B.A.S., or B.G.S. degree program. Courses are offered through Continuing Education and Extension.

Interested students should contact the Legal Studies office or the Counseling Office.

Radiologic Technology—This technical program, available through the University of Minnesota Hospitals, offers 45 credits toward a General College A.A. degree and qualifies students to take the Registry Examination given nationally by the American Registry of Radiologic Technologists. The remaining 45 credits required for an A.A. degree are resident credits offered through the General College in physics, algebra, geometry, biology, human anatomy and physiology, psychology, communications (interpersonal and health care workers), and chemistry.

Application is a two-step process. Interested students should contact the Department of Radiology, University of Minnesota Hospitals, School of Radiologic Technology, Box 292 Mayo, 420 Delaware Street S.E., Minneapolis, MN 55455 (612/373-8604) as well as the General College. They will then be kept informed of the procedure to follow for acceptance. Application should be made well in advance of the beginning of the program, as class size is limited to 25.

Vocational Teacher Education—This program, developed cooperatively with the Division of Industrial Education of the College of Education, is designed ex-

pressly for persons now teaching in Minnesota's area vocational-technical schools, or for those with technical training and trade, industrial, or business experience who are interested in becoming teachers in area vocational-technical schools. The major objectives of the program are to upgrade the teaching competency of in-service vocational-technical teachers; prepare present vocational-technical teachers for career advancement; and provide an opportunity for those now teaching to further their general education. Students completing the program qualify for a vocational teaching license and an A.A. degree.

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

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

Interested students should contact the Counseling Office.

CEE—Approximately 200 General College classes are taught annually through several departments in Continuing Education and Extension (CEE). Most of these are offered through the Department of Extension Classes on campus and in several neighborhood centers. A number of correspondence courses are available through the Department of Independent Study. Classes are also scheduled on a regular basis through the Department of Community Programs in several Twin Cities locations. Skills centers for various educational programs have been staffed at Still-

water State Prison. General College courses and instructors also contribute to the math anxiety program offered by Continuing Education for Women, to the career development programs offered occasionally at business locations, and to the music program offerings scheduled at the MacPhail Center for the Arts. In addition, the General College aging studies program curriculum and many other components of General College day school programs are offered through CEE.

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

Special Learning Opportunities

In recognition of the possibilities for learning that extend beyond the traditional structure of the classroom course, the General College offers many special and individualized opportunities for enriching your education, many of which are described below. For more information, consult your adviser or the Counseling Office, 10 Nicholson Hall (612/376-2950).

Individual 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 objec-

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tives 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 the General College 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 Individual Study, you must file a contract form that you work out in consultation with your faculty monitor. The form includes such questions as: What are your goals in undertaking this project? What preparation do you now have that you believe makes this an appropriate project for you to undertake through Individual Study? How do you plan to demonstrate what you have learned or achieved in your project? Contract forms are available at, and should be returned to, 106 Nicholson Hall. They must be co-signed by your faculty monitor and the head of the division in which the credits will be earned, then approved by the associate dean.

Internships blend classroom studies and fieldwork, providing for learning by doing. Lectures and discussions are combined with fieldwork to join theory and practice. Fieldwork might involve work in a community or social agency, small business, corporation, political organization, or government bureau. Internships help you evaluate your career goals, develop new skills, and assess your needs for further study or special training.

Internship opportunities are offered in two external areas: business and community service. In *Co-operative Internships*, the business community provides opportunities for students to work a minimum of 15 hours a week in positions related to their area of study. In *Community Service Internships*, students who are accepted for service in social service, political, or government organizations work 18 to 36 hours a week, register concurrently for 6

to 12 credits, attend a weekly seminar, write a journal and paper, and read materials related to their field placement.

Individually designed and arranged internal internships also are available. For those interested in undergraduate teaching or counseling experience, the college has two established internship courses: GC 3001-3002, General College Undergraduate Teaching Internship and General College Undergraduate Counseling Internship. Under the supervision of a faculty member, students in these courses learn some of the skills and techniques associated with college teaching and counseling. To arrange for such study, students consult with the supervising faculty member and develop individualized internship contracts, which must be approved by the head of the division in which the study will occur and then submitted to the associate dean, 106 Nicholson Hall. The internship activity should involve the student in a decisive role in shaping some aspect of counseling, instruction, or evaluation.

Any University undergraduate may apply for an internship if the intended work or study is appropriate to the educational goals of the student and the General College. Non-General College internship applicants should consult with their college adviser concerning the appropriateness of General College internship credits to their degree programs.

Interdisciplinary and cross-disciplinary package courses recognize "the seamless web of learning." Usually designed around a particular theme, package courses feature a team of instructors who integrate concepts from various disciplines, present their approaches to issues and problems, and analyze their means of evaluating and reaching conclusions and decisions. Offered for a minimum of 9 credits in a given quarter, the courses include such thematic studies as Conflict and Personal Change, Conflict and Social Change, Energy and the Environment, Toward a Good Life: The Ideal, and Toward a Good Life: The Possible. Students

must register for all parts of the package and for the total number of credits being offered.

Coordinated studies, including the PEP program and Commanding English sequence, are offered for groups of students with special needs. The *Personalized Education Program (PEP)* is a specialized academic and support service designed to increase the retention rate and improve the academic achievement of minority students who, historically, have been underrepresented in higher education. It serves American Indian, Chicano/Latino, Black, and Asian/Pacific (refugee) students. A three-quarter sequence in *Commanding English* is designed for students whose primary language is not standard American English. Students take this comprehensive language arts sequence to improve their academic performance through better communication skills, improve their communication in everyday life and across cultures, and achieve greater fluency, satisfaction, and enjoyment in their use of English.

One-time offerings of special classes are available each year. They may be listed in the quarterly *Class Schedule* as special topics, or combinations of existing courses that require concurrent registration (e.g., history and marketing, art and mathematics, or literature and psychology). Watch for announcements before advance registration on the General College Registration Center bulletin board, 20 Nicholson Hall, and in the registration materials you receive each quarter.

Special classes, skills centers, and laboratories give students a place to improve and refine their reading, writing, and mathematics; practice scientific procedures; and learn to operate microcomputers.

The *Mathematics Program* offers diagnostic testing and individually prescribed programmed instruction as well as structured study of arithmetic, elementary algebra, and intermediate algebra. The Program also provides assistance to walk-ins who need help with mathematics or science in a *Tutorial Room* staffed by

faculty members and teaching assistants. Two laboratories, in 35 Nicholson Hall and in 204 Appleby Hall, are equipped with *microcomputers* for use by students in various General College courses that include computer assignments and by those who want to develop computer literacy and skill. Students pay a nominal fee that provides for microcomputer practice time and access.

The *Reading Laboratory* provides services and resources for students enrolled in GC 1403, Reading, Comprehension, and Study Skills. Effort is made to balance lecture, small group discussion, and self-paced work, with enough flexibility to accommodate students' varied expectations, skill levels, needs, and interests. Laboratory reading materials, microcomputers, cassettes, videotapes, timed readings, and textbooks provide practice for reading improvement. Course topics include concentration, memory, comprehension, reading rate, and evaluation and application of text.

The *Reading and Writing Skills Center* aims to provide students with the help they need when they need it. The center serves two functions. First, it provides a staff of tutors to assist General College students who encounter communication skills problems in their course work, and helps them develop more effective patterns of note-taking, study, and research. Assistance involves a wide range of study concerns—writing a paper, reading a text, filling out a form, improving vocabulary or spelling, taking lecture notes, doing library research. Whatever the problem, students can obtain personal assistance simply by dropping in at the skills center during their free time any weekday.

In addition, the Reading and Writing Skills Center offers students several options for earning credit while improving their communication skills: GC 1401, Improving Study Skills, Reading Comprehension, and Vocabulary (1-3 cr); GC 1405, Technical Reading and Tables and Graphs (1-2 cr); GC 1406, Finding Information in Walter and Wilson Libraries (2 cr); GC 1411, Fundamentals of Usage and

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Style (3 cr); GC 1412, Writing Grammatical Sentences and Developing Organized Paragraphs (1-2 cr); GC 1417, Improving Spelling and Punctuation (1-2 cr); and GC 1409 and 1429, Individual Study (variable credit). None of these courses meets on a fixed schedule; students choose their own time to complete the course work, spending at least one hour a week per credit in the skills center.

The General College Student Board gives students who join or take part in its activities valuable insights into the college and University. The Board represents students' interests in decision-making and policy development concerning academic and related matters. It is also in charge of the Student Lounge, 5 Nicholson Hall. Members of the Student Board meet regularly, elect officers, and select representatives to serve on the General College Faculty Committee, the Curriculum Committee, the Grievance Committee, the Research and Institutional Development Committee, and various task forces. Committee and task group student members may enroll in GC 1791, College Committee Work, to contract for learning and earn credit based on their participation and contributions. To become a member of the Student Board, apply at 105 Nicholson Hall (376-2643).

Counseling and Student Development

The General College Division of Counseling and Student Development is designed to assist students throughout their stay in the college. It is responsible for coordinating the admission, new student orientation, registration, and advisory functions of the college. After examining student transcripts and other materials, the division also clears students for graduation. Another major responsibility is providing counseling and advocacy services for General College students through the Counseling Office and HELP Center; for first-year students through the related Special Services (TRIO) office; and for 12-

to 18-year-olds through the University Day Community and Upward Bound programs (all described below).

Counseling Office—The professional counselors and counseling psychologists in the Counseling Office are concerned both with immediate problems or difficulties of an academic, career, personal, financial, or social nature and with broader issues related to self-understanding, personal development, social awareness, and life goals. Counselors can help assist students to first assess and then overcome difficulties interfering with their academic and personal adjustment to the college and University. Areas of expertise include educational planning and advising; academic progress; study skills; transfer to other colleges and universities; career planning; job placement; stress management; biofeedback-assisted relaxation training; personal and family problems; social skills; and ability, aptitude, interest, and personality assessment. Counselors are available on either a walk-in or appointment basis.

In addition to being available for individual appointments, the counseling staff organizes various small-group and credited classroom activities for student growth and development. These activities usually concentrate on a particular area such as personal development, career and educational planning, study skills, and stress management. Students may volunteer to participate in any of these activities.

Career development counseling, including ability, interest, and personality assessment as well as discussion of future occupational goals, is available to all General College students. The Career and Educational Planning Center, 3 Nicholson Hall, catalogs information about careers and occupations. Computerized career information services are also available. While the General College does not have a formalized job placement service, counselors can help students with their job search through individual and group sessions on résumé writing, appropriate job interview behavior, locating job opportu-

nities, and other topics. Students should seek out a counselor for more specific information.

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

When a counselor and student agree that other specialized assistance is needed, the student may be referred to one or more all-University services or community agencies. For more information, contact the General College Counseling Office, 10 Nicholson Hall, University of Minnesota, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-2950).

HELP Center—The HELP/Higher Education for Low-Income People/Center is an educational support and student advocate service to enable low-income, nontraditional students to have successful experiences at the University. The center has a friendly, relaxed, walk-in environment that provides services to a wide range of students—members of nationalities, races, and ethnic groups; single parents; individual people just graduating from high school and those returning to school after a long absence. In addition to academic advising, services include financial, personal, family, and career counseling; tutorial assistance and referral; advocacy and referral for financial aid, welfare, and legal matters; and support groups related to parenting, personal, and academic issues. An active peer advising program is utilized. The center serves eligible students in cooperation with the Office of Minority and Special Student Affairs, the Bureau of Indian Affairs, the Asian,

Black, Chicano, and American Indian Learning Resource Centers, the Office of Student Financial Aid, special scholarship and day care programs, county welfare departments, and community agencies. For more information, contact the HELP Center, 50 Nicholson Hall, University of Minnesota, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/373-0120).

Special Services (TRIO)—This support program is designed to serve first-year students who have been habitually underrepresented in higher education. The goal is to help students succeed during their critical first year in college so they will be more likely to stay until they graduate. The multi-dimensional program provides students with a full range of services: intensive counseling, tutoring, academic planning, career exploration, and career planning. It is funded jointly by the General College and the U.S. Department of Education. In order to receive TRIO services, students must meet one of the following eligibility requirements as determined by the federal government: be a first-generation college student (neither parent has a four-year college degree), have a low income, be physically handicapped, and/or be learning disabled. For more information, contact Special Services (TRIO), 30 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-9610).

University Day Community—This comprehensive adolescent day treatment program is for educationally, emotionally, and behaviorally dysfunctional youth. It is funded primarily by Hennepin County Community Services along with other contributions from the General College, University of Minnesota, Minneapolis Public Schools, and federal government. Services include family, personal, and group counseling; art and experiential therapy; and individualized academic programming. This behaviorally based program also provides internships, field experiences, and work-study employment opportunities for University students. It is located at 2722 University Ave. S.E., Minneapolis, MN (612/373-4107).

Upward Bound—This college preparatory program is for low-income, under-achieving 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 are emphasized in the academic segment of the program; theatre, art, athletic, and experiential educational activities constitute the creative and recreational component. Emphasis is on an individualized curriculum and teaching and learning methods that foster the building of positive self-concepts. In addition to completing a five-week residential term, Upward Bound students participate in a program of tutoring and counseling during the regular academic year. The Upward Bound Program is located at 2722 University Ave. S.E., Minneapolis, MN (612/373-4107).

Requirements



Requirements

Requirements for the associate in arts (A.A.), bachelor of general studies (B.G.S.), and bachelor of applied studies (B.A.S.), degrees are determined by the General College faculty and approved by the regents of the University. *Requirements for these degrees are reviewed regularly by the faculty, and are subject to change.* To learn what changes, if any, have been made, and what requirements are in effect when you enroll in any of these programs, consult the Counseling and Student Development Office, 10 Nicholson Hall (612/376-2950), or your faculty adviser.

A.A. Program

In the belief that an associate in arts degree should give students the basic tools, general knowledge, desire, and confidence to continue learning, prepare for a career, and behave responsibly in society, the faculty of the General College, in June 1981, adopted recommendations made by the curriculum committee for a new definition of the degree. Beginning in fall 1983, students admitted to the General College who plan to complete an A.A. degree must fulfill new requirements, designed to enable them to attain three outcomes:

Outcome I: Reading, Writing, Mathematics, and Research Skills—Competence may be demonstrated by any of the following: satisfactory achievement on diagnostic examinations; completion of General College courses emphasizing these skills, with a grade of C6 or better; completion of certain degree credit courses demonstrating minimum proficiency in these skills, with a grade of C6 or better.

Outcome II: Liberal Education—At least 60 of the 90 credits required for an A.A. degree must be distributed throughout the liberal arts and sciences as defined by the Council on Liberal Education (CLE). Some of these credits may also be used to fulfill requirements for Outcomes I and III. Broad understanding and general knowledge of the liberal arts and sciences and their integrative nature,

unique language and structure, and unifying principles and concepts may be demonstrated by the following: completion of at least 8 credits with a grade of C6 or better in each of the four CLE groups, with at least 15 credits in General College courses, and/or completion of two quarters of interdisciplinary studies courses (e.g., *Toward a Good Life, Conflict Resolution*) designed to introduce you to the broad, integrative nature of knowledge, with a grade of C6 or better.

Outcome III: Knowledge Use and Application—Ability to use information and apply principles, techniques, and skills in actual or simulated experiences or processes may be demonstrated by satisfactory completion of a *total of 10 credits*, drawn from a variety of experiences and representing at least three of the following areas: internships: community service, co-op education, or counseling; career/personal/educational exploration and development courses; specialty courses in any of the General College or other postsecondary certificate programs, including aging studies, aviation studies, fire protection, human services, and marketing; courses that emphasize applying or acquiring knowledge by engaging you in actual or simulated experiences or processes; major projects demonstrating practical application of concepts or problem-solving documented by you and an instructor in a relevant field; and/or documented, assessed prior life experience, such as experiential learning and training, or other life activity (direct involvement in community agencies, businesses, civic endeavors) accepted by the General College.

During your first quarter of registration in the A.A. program, you must take General College classes only, with the following exceptions: (1) you may register for a maximum of 2 credits of physical education activity courses or a maximum of 4 credits of applied music courses and (2) you may register for one foreign language or mathematics class outside the General College if you possess the appro-

priate background (and if, in the case of mathematics, your General College Placement Program score is at level E).

After your first quarter of registration in the associate in arts program (with at least 12 credits completed), you may register for one course outside the General College if you have maintained a minimum NPA of 7.0 and receive permission from your academic adviser.

After your second quarter of registration in the associate in arts program (with

at least 24 credits completed), you may register for one-half or more of your credits outside the General College if you have maintained a minimum NPA of 7.0 and receive permission from your academic adviser.

Reinstatement—If you have stopped out for more than three years since first enrolling in the A.A. program, you must fulfill the requirements in effect at the time you re-enter.

A.A. Requirements

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| <i>Total</i> | 90 credits minimum |
| <i>U of M residency</i> | 45 credits minimum |
| <i>General College</i> | 30 credits minimum |
| <i>A/N grading</i> | 60 credits minimum |
| <i>S/N grading</i> | 30 credits maximum (including internship courses) |
| <i>Outcome I: Reading, Writing, Mathematics, and Research Skills</i> | Satisfactory scores on diagnostic exams, or C6 in area skills courses or appropriate degree credit courses |
| <i>Outcome II: Liberal Education</i> | 60 credits minimum across CLE groups A, B, C, D, with at least 15 from GC courses; and/or two quarters interdisciplinary courses |
| <i>Outcome III: Knowledge Use and Application</i> | 10 credits minimum |

Requirements

B.G.S. and B.A.S. Programs

Baccalaureate degree programs, which were begun in the General College in 1971, are continually refined and improved through experimentation and research. Information presented here is subject to change; consult the Counseling Office for current guidelines.

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

The General College offers two four-year degree programs: the bachelor of general studies (B.G.S.) and the bachelor of applied studies (B.A.S.). Both degree programs have similar credit requirements spread over the basic areas of knowledge, and both are individually planned to meet your goals and needs.

The B.G.S. program is designed to provide you with a meaningful general education that will enable you to learn how social sciences, natural sciences, communication, and humanities can contribute to your life and broaden your perspectives. In designing a program for this degree, you select as a core a group of diversified courses and experiences that are oriented toward a defined problem or structured around a thematic base of your choice.

The B.A.S. program is oriented toward an occupation, a profession, or special skills. Admission requires that you have, or be in the process of acquiring, a recognized certificate or documented expertise in a field of specialization such as nursing,

electronics, or radiologic technology. In designing a program for this degree, you select as a core various courses and experiences that strengthen and enhance the attitudes, skills, knowledge, and competence needed in your field of specialization.

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

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

Most students fulfill the CLE distribution requirements by taking courses in the various areas of knowledge, by registering for an interdisciplinary course such as *Toward a Good Life*, or by passing CLEP tests. Others may present evidence of equivalency, in one or more of the distribution groups, gained from postsecondary study or training in an occupation or military service. The summary below shows the CLE distribution groups, the minimum number of credits required in each group for General College baccalaureate programs, and the letter designation assigned to each group. To determine which courses may be used in the various distribution groups, see the chart titled "General College Courses Classified by CLE Distribution Group" and the section titled "Course Descriptions" (where the letter abbreviation of the group each course is assigned to is in parentheses following the description). For either the B.G.S. or B.A.S. degree, the number of CLE distribution credits required is the same: 44 credits in the four distribution groups and 8 in writing. Equivalent expe-

rience may be proposed for evaluation by the college. The CLE distribution requirements are as follows:

A. *Communication, Language, Symbolic Systems*—8 credits or equivalent, minimum

B. *The Physical and Biological Sciences*—8 credits or equivalent, minimum

C. *The Individual and Society*—8 credits or equivalent, minimum

D. *Literary and Artistic Expression*—8 credits or equivalent, minimum

E. *Writing Proficiency*—8 credits or equivalent, minimum

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

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

The faculty has specified the following residency credit requirements: (1) 45 credits completed after the first 90 must be earned in the General College; (2) 30 credits of the last 45 for the degree program must be earned at the University of Minnesota; (3) 45 credits must be earned after admission to a baccalaureate program.

Of the total 180 credits for the degree program, 60 must be completed at the 3xxx or 5xxx level.

The proposed core program must include 45 credits or more in specified areas of study.

Core—A degree core consists of 45 or more credits of interrelated courses selected by you and your adviser to suit your unique needs and interests. The combined courses and experiences should enable you to develop some command of a field of knowledge or an area of scholarly concentration.

In the B.A.S. program, the core is focused on an occupational area and augments or strengthens the specialized program in which you earned your certificate. For example, a student with a certificate in electronics from a vocational-technical school who wants to start an

electronics business may elect courses in small business operations, human relations, accounting, and practical law; or a student planning to earn a certificate in human services who wishes to work with the aged may elect courses in communication, aging, psychology, and cultural anthropology.

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

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

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

In their senior reports, B.A.S. students formulate a useful, practical question or state a real problem in their fields. They address the question or attempt to solve the problem by applying what they

Requirements

learned in the core and in their specialized certificate programs. For example, a geriatric nurse might prepare a senior report on a suitable transportation system for the elderly in the metropolitan area.

The senior report gives you the opportunity to sum up and integrate your educational experiences. Documentation of the senior report must be included in your folder for review by the graduation committee.

Program Changes—If you want to make changes in your baccalaureate program core after it has been approved by the baccalaureate admissions committee, consult your faculty adviser. Minor changes may be made with the advice and consent of the adviser. However, all changes in the core courses or in contingencies set by the admissions committee must be petitioned, and any student wishing to change more

than a total of 15 core credits or the program emphasis must submit those changes to the appropriate division admissions committee for approval. Petitions for changes will be acted upon by the college coordinator of baccalaureate programs. Advisers may appeal the decision of the coordinator to the baccalaureate review board. In such an event, the review board will discuss the changes with your adviser and, if feasible, suggest alternatives to the changes requested.

Reinstatement—If you stop out of the baccalaureate program for any reason, you must let your adviser know. If you are absent from the program for two years, your records will be placed in the inactive file. To be reinstated, you must give written notice to your adviser and allow sufficient time for your records to be reactivated.

B.G.S. and B.A.S. Requirements

| | |
|---|---|
| <i>Total</i> | 180 credits minimum |
| <i>CLE Groups</i> | 52 credits minimum |
| <i>Program-related, noncollegiate training and experience</i> | 90 credits maximum |
| <i>General College credits beyond first 90</i> | 45 credits |
| <i>U of M residency</i> | 30 of last 45 credits |
| <i>Credits after admission to GC baccalaureate program</i> | 45 credits |
| <i>3xxx or 5xxx courses</i> | 60 of the total 180 credits; 35 in core |
| <i>Certification in specialized field</i> | B.G.S.—No B.A.S.—Yes |
| <i>Proposed core</i> | Both—45 collegiate credits minimum (B.A.S.—may not include certificate program) 30 must be earned after first 90 30 must be in GC (B.A.S.—if certificate not earned in GC) Both—35 3xxx or 5xxx credits B.G.S. only—25 credits maximum in each CLE group |
| <i>Senior report</i> | Yes |
| <i>Preparatory course</i> | Yes |
| <i>GC 1894, Preparing a GC Baccalaureate Program</i> | |

GC Courses Classified by CLE Distribution Group

Group A—Communication, Language, Symbolic Systems

1400, 1402, 1426, 1427, 1442, 1445, 1452, 1454, 1461, 1463, 1464, 1465, 1471, 1530, 1533, 1540, 1542, 1571, 1575, 1824, 3286, 3426, 3427, 3454, 3457, 3461, 3462, 3464, 3465, 3467, 3471, 3472, 3533, 3560, 3571, 3602, 3605

Group B—The Physical and Biological Sciences

1111, 1112, 1117, 1131, 1132, 1133, 1136, 1137, 1161, 1162, 1163, 1166, 1167, 1171, 1172, 1173, 1175, 3114, 3115, 3117, 3132, 3134, 3161, 3162, 3164, 3173, 3181, 3825, 3828, 3833, 3836, 3841, 3923

Group C—The Individual and Society

1211, 1212, 1217, 1221, 1222, 1225, 1227, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1241, 1243, 1251, 1252, 1274, 1275, 1276, 1277, 1281, 1282, 1283, 1284, 1285, 1287, 1291, 1292, 1293, 1294, 1295, 1296, 1351, 1355, 1357, 1381, 1502, 1503, 1504, 1505, 1511, 1534, 1701, 1705, 1721, 1722, 1731, 1733, 1813, 1814, 1815, 1817, 1831, 1832, 1833, 1835, 1837, 3211, 3212, 3213, 3217, 3232, 3235, 3236, 3238, 3243, 3251, 3276, 3282, 3285, 3286, 3292, 3294, 3342, 3344, 3345, 3354, 3612, 3614, 3624, 3642, 3643, 3644, 3720, 3721, 3722, 3725, 3726, 3732, 3761, 3824, 3827, 3832, 3835, 3841, 3845, 3922

Group D—Literary and Artistic Expression

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

Group E—Writing

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

Transfer to Other Colleges

You may have enrolled in the General College with the intention of transferring to other colleges of the University or other higher education institutions. Usually transfer is not difficult if you meet the academic and course distribution requirements of the college or institution you wish to enter. However, since these requirements are different for individual units and may change from time to time, it is to your advantage to consult your adviser or the Counseling Office. Final decisions on transfer requests and transferability of courses are made by the college or institution to which you are applying, rather than by the General College.

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

Within the University—Some students transfer to other colleges of the University after completing several quarters in the General College. With careful planning, you may transfer directly into upper division programs after completing the associate in arts degree. Though transfer requirements set by the different colleges of the University vary, at least a C7 average in General College course work, as a general rule, is necessary. In addition, you must have completed at least three courses outside the General College, preferably in the area in which you intend to major, with at least a C average for these courses. In some cases, specific courses are required. Colleges of the University seldom consider applications for transfer if you have completed fewer than 36 credits. Students who transfer to other colleges of the University usually receive credit for most General College courses satisfactorily completed. Many General College credits can be used to satisfy the

liberal education distribution requirements of the new college; most others are transferable as electives.

Most General College students who transfer to other colleges of the University apply to one of the four listed below. Some general guidelines for transfer are given for each, but you should obtain the current bulletin for the appropriate college and then meet with a General College counselor or your adviser to discuss specific requirements. Information about transfer to other colleges of the University can be obtained from the Counseling Office, 10 Nicholson Hall. To actually begin the transfer process, make an appointment for an interview with a General College counselor early in the quarter preceding the one in which you wish to transfer. A Request for Change of College Within the University form and specific information about application deadlines are available from the Counseling Office or the University Admissions Office, 240 Williamson Hall.

College of Liberal Arts (CLA)—As a General College (GC) student applying for transfer to the College of Liberal Arts (CLA), you must have:

- completed 36 or more credits, most of which must be transferable to CLA. *Exception:* If you originally chose to enroll in GC even though your previous academic record would have made you directly admissible to CLA, you are not held to the 36-credit rule but instead may apply for transfer at any time;

- earned a minimum numeric point average of C7 in GC courses and a minimum grade point average of 2.00 in three or more CLA courses. The CLA courses should be in rigorous, academic subjects with some work relevant to your proposed major field. *Exceptions:* If your GC average is C6, you must earn a minimum average of 2.50 in four or more CLA courses. If your GC average is B8 or better, you may be admitted with fewer than three CLA courses (although it is extremely rare to be admitted without any CLA courses);

- met standards significantly higher than stated above if you have several N's or I's on your record. While N's and I's technically do not affect your grade point average, they are viewed as unsatisfactory outcomes and may hurt your chances of being admitted to CLA. *Note:* If you repeat a course in GC, all attempts are averaged into your grade point average; however, CLA does not permit you to raise your average by repeating a course in which you already earned a C or better.

Advisers are available by appointment in the CLA Prospective Student Services and Admissions Office, 49 Johnston Hall (376-3950). If your application for transfer is denied, you should specifically request an "appeal" appointment.

School of Management—Undergraduates are admitted to the School of Management twice a year. Application deadlines are July 15 for fall quarter and January 15 for spring quarter. Because of resource constraints, the School of Management establishes enrollment limits. Admission is based on completion of the pre-management requirements and on the grade point average earned in all course work and specific management-related "tool" courses in accounting, economics, mathematics, and statistics. To be considered for admission, you must have:

- completed or have in progress course work to total 80 credits by the time of admission;
- completed the following management "tool" courses on an A-N grading basis by the time you enter the school (with no more than two tool courses in progress when you apply): Acct 1024-1025, Principles of Financial Accounting I and II; Econ 1001-1002, Principles of Macroeconomics, Microeconomics (or GC 1295-1296 with C7 or better); DSci 1050, formerly QA 1050, Elementary Managerial Statistics; Math 1131, Finite Mathematics; and Math 1142 or 1211, Calculus;
- earned a minimum grade point average of 2.70 for the regular program, 2.80 for the accounting program, in all transferable credits. Space permitting, stu-

dents with a 2.50 overall average may be considered for admission to the regular program. Grades in the tool courses (listed above) must average 2.50 for the regular program, 2.80 for the accounting program. *Note:* The school accepts only the first passing grade (D or better) in calculating grade point averages, except where GC courses require specific numeric grades;

- have no more than five pre-management courses incomplete or in progress at the time of application, including tool courses.

Advisers are available by appointment in the School of Management Admissions Office, 225 Management/Economics Building, (373-3701).

College of Education—Most programs require two years of college (84 credits minimum), although a few admit students after one year (45 credits minimum). An overall C7 average is required, with a C7 in two General College writing courses and a general psychology course. Some CLA courses must be taken during the second year, and many Education programs require specific prerequisite courses. Advisers are available by appointment in the College of Education Admissions Office, 1425 University Ave. S.E. (373-2257).

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

Requirements

available by appointment in the IT Admissions Office, 105 Lind Hall (373-7536).

Outside the University—Many students are interested in continuing their education at institutions offering programs different from those in the General College or unavailable at the University. Procedures for transfer to colleges outside the University may be discussed with a General College counselor or adviser. Requirements vary, but most General College credits are usually accepted by community colleges and four-year colleges.

Application

The faculty and staff of the General College are committed to their long-established purpose of serving a broad range of Minnesotans and others who want to study at the University. As the open admissions college of the University, the General College offers students of all ages and at different stages of academic development a place to begin their studies and progress as far as their own interests and abilities will reach. If you are interested in applying for admission to the General College but want more information, call the Counseling Office, 10 Nicholson Hall (612/376-2950), and ask to visit the college and meet with a faculty adviser or counselor. Help with application procedures, credit assessment or transfer, and other concerns is available.

To be admitted to the General College, you must apply to the University and specify "General College" on the application. Forms are available from the Admissions Office, 240 Williamson Hall, University of Minnesota, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-1382). A \$20 nonrefundable application fee, payable to the University, must accompany your application. Deadlines for receiving applications are set by the University: July 15 for fall quarter admission, November 15 for winter quarter admission, and February 15 for spring quarter admission. High school students in their senior year should apply between

November 15 and April 15 for admission the following fall quarter. Students from international backgrounds may be required to take an English proficiency test, and should apply for admission as early as possible.

If you plan to complete all of your course work through the Extension Classes or Independent Study departments, you must submit the appropriate application(s) for admission to the University through Continuing Education and Extension (CEE), 314 Nolte Center (612/373-3905).

A.A. Program—*High school graduates* with no college experience are admitted to the associate in arts program. An interview with a counselor is not required, but will be scheduled if requested by the student. *Non-high school graduates* who have received a high school equivalency certificate (GED) are admitted to the associate in arts program. An interview with a counselor is not required, but will be scheduled if requested by the student. *Non-high school graduates* who have not received a GED are required to schedule an interview with a counselor; admission is based on an individual review.

Baccalaureate Program—The General College baccalaureate program is *not* an open admissions program. It is limited in size, and admission is selective, based on the requirements and criteria stated below. The program serves students whose prior educational and career paths have diverged from traditional patterns in ways that prevent them from continuing their education and completing degrees in prescribed programs of study, here or elsewhere in the state of Minnesota. To be admitted, you must:

- complete an associate in arts degree or its equivalent with a C7 or 2.40 average;
- show evidence from recent performance of a good probability of completing a four-year degree;
- demonstrate satisfactory achievement in course work related to your projected degree program; and

• complete GC 1894, Planning a General College Baccalaureate Program.

Divisional admission committees evaluate your application on the basis of these criteria:

1. *Uniqueness*—Is your proposed program unlike any other structured program available in any other unit on the Twin Cities campus?

2. *GC Capability*—Is the General College capable of providing the program you have designed, and is a faculty member available to serve as your adviser?

3. *Quality of Design*—Does the proposed core have a design and logic, rather than being merely the presentation of credits or the listing of courses with no demonstrated relevance to your declared goals?

4. *Clarity of Design*—Does the personal statement serve to explicate the program, or does it merely generalize? Does the statement provide a rationale for the individual courses or groups of courses?

5. *Suitability of Design*—Does the personal statement clarify the relationship of the program to your future expectations or goals?

6. *Certification (for B.A.S.)*—Do you have a recognized certificate in a field of specialization to present to the Baccalaureate Graduation Committee, or are you in the process of working toward such a certificate?

Adult Specials—Entering students who are not degree candidates as well as previously registered students who have earned a degree or a certificate in the General College may be considered for adult special student status on a limited basis. You must receive permission from a college counselor to enroll in the General College as an adult special. Permission to register as an adult special is granted only for a specific purpose and for one quarter at a time.

Advanced Standing—If you have previous college experience and have earned fewer than 60 credits with a minimum grade point average (GPA) of 2.00, you

may be admitted to the associate in arts program. Scheduling an interview with a counselor is required.

If you have earned fewer than 60 credits with a GPA lower than 2.00, you may be admitted to the associate in arts program. Scheduling an interview with a counselor is required.

If you have earned more than 60 credits, you may be admitted to the associate in arts program, based on educational goals, an evaluation of GPA, and information you provide indicating promise of academic success. You must earn a minimum of 45 University credits, 30 of which must be from the General College, before the associate in arts degree can be granted. Scheduling an interview with a counselor is required.

If you have earned nearly 90 credits (or over 90 credits), you may be admitted to the associate in arts program, depending on your individual goals. Scheduling an interview with a counselor is required. If you seek an associate in arts degree in the General College, you may be admitted to the associate in arts program. If you seek a baccalaureate degree in the General College, you may be admitted to the associate in arts program for a maximum of one quarter, during which you will be required to complete GC 1894 and a formal baccalaureate application. If your application is rejected by the baccalaureate admissions committee, you will not be permitted to register for classes the following quarter. If you seek transfer to another college or unit in the University, you will not be admitted to the associate in arts program.

Transfer of Credit

College Credit—All credits earned at institutions belonging to one of the regional accrediting associations will be entered on your Transfer of Credit Evaluation. Submit official transcripts of all study you have attempted at regionally accredited colleges and universities for evaluation by the Office of Admissions, 240 Williamson Hall (612/376-1382).

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CLEP—The College Level Examination Program (CLEP) provides you with a means of gaining credit by examination. CLEP tests are nationally standardized examinations that measure acquisition of knowledge in selected subject areas of English, humanities, mathematics, natural sciences, and social science. These credits may be used toward degree requirements in the General College. For more information, consult the *General College Student Handbook* or the Counseling Office, 10 Nicholson Hall (612/376-2950).

Noncollege Training—Many people who enroll in the General College have already completed some postsecondary training in public or private community colleges or vocational-technical institutions and are often awarded credit for it. Some credit might be awarded, for instance, to students who have completed medical technology programs that are approved by the American Medical Association's Council on Medical Education. On an individual basis, the college might also award credit to students who have completed courses while they were in one of the military services or at a police training academy. Credit for studies at other postsecondary institutions is always awarded on the basis of evaluation by the GC faculty. All students working for degrees must, of course, comply with college regulations and meet the University residence requirement. To have your previous noncollege training assessed, ask for an application form from the General College office, 106 Nicholson Hall (612/373-4104) and return the completed form with a \$30 nonrefundable fee, payable to the University of Minnesota.

Career Development Experience—As higher education becomes increasingly available to people of all ages, the General College enrolls more and more people who have had extensive experience before they begin their formal education. In recognition of the skills and aptitudes that students may have acquired through their career development experiences, the General College has provisions for awarding

credit for such experience, particularly as it augments a student's formal course of study.

The General College grants credit for work experience in two ways. Some occupational programs require registration in courses titled "On-the-Job Training" or "Directed Work Experience." An individual contract between you and an instructor detailing the goals, duties, and evaluation methods of such work experience courses is expected at the time of registration. Prior work experience may also be evaluated for credit. The General College considers requests for such credit when you provide a description of each job and state how the experience contributed to your knowledge, skills, and attitudes; how your employers benefited from the work; and how the experience relates to your future educational and career plans. A college committee evaluates the work experience and determines the appropriate number of credits to be awarded. You may be granted up to 15 credits for prior work experience toward the A.A. degree and up to 30 credits toward the B.A.S. or B.G.S. degree. The total number of credits allowable for career development experiences, including documented work experience as well as other acceptable program-related noncollege training and experience, is 45 credits toward the A.A. degree and 90 credits toward the B.A.S. or B.G.S. degree. To have your career development experience assessed, ask for an application form from the General College office, 106 Nicholson Hall (612/373-4104) and return the completed form with a \$30 nonrefundable fee, payable to the University of Minnesota.

Orientation

All new students who enroll in the regular day program of the General College are required to take part in a one- or two-day orientation sponsored by the University for each of the freshman-admitting colleges. During orientation, which takes place shortly before the first quarter of enrollment, student guides and professional

staff will introduce you to the campus and to the resources and services of the University. You will also learn about the General College and its procedures and take part in the General College Diagnostic Placement Program, a series of tests used to assess the level of your skill development in reading, writing, and mathematics and guide your educational planning. You will receive a copy of the *The General College Student Handbook, Planning an Associate in Arts Degree*, and the *Class Schedule*. An adviser will help you plan your program, explain procedures of registration, and answer any questions you may have. You will be notified by mail of the date you are scheduled to go through orientation.

Placement Testing—The results of your General College Diagnostic Placement Program tests will be recorded in your student folder and be available to you and your adviser as a guide in selecting courses at your appropriate level of skill. The form your scores are reported on includes specific course recommendations for improving skills in reading, writing, and mathematics. Because these skills are fundamental to success in college-level study, you should follow the course recommendations as your first priority in educational planning. International students are tested for proficiency in the use of English. Test results are used by the college to determine the appropriate level of study.

Financial Aid—The University assists students who need help in financing the cost of their college education. Various forms of aid, including loans, grants, scholarships, and college work-study, are administered by the Office of Student Financial Aid, 210 Fraser Hall (376-2424). Information about applying and qualifying for financial aid is available there.

Recipients of financial aid are responsible for understanding and fulfilling the academic progress standards they are expected to maintain. Effective fall 1984, the standards require you to complete a prescribed number of credits within a quarter/academic year with a minimum

grade point average (GPA) and to complete educational objectives (e.g., degree, certificate) within the prescribed eligibility periods. For complete details, see *Academic Progress Standards for Financial Aid Recipients*, available from the Office of Student Financial Aid.

First-Time Registration—If you are registering (that is, signing up for courses) in the General College for the first time, you will be notified by mail of the date of your orientation session. At orientation, you will receive the *Class Schedule*, other registration materials and instructions, and an appointment time for registration. A faculty adviser or counselor will help you plan your first quarter's program and complete the necessary forms for official enrollment in the courses you have chosen.

Adviser Assignment—One of your most valuable resources at the University is your faculty adviser. To make the best use of that resource, you need to get to know and consult regularly with your adviser. At your first registration appointment in the General College, you will be assigned a faculty adviser who, throughout your stay in the college, will assist you in academic matters and educational planning.

Student Responsibility—Beginning with orientation and continuing throughout your stay in the General College, you are responsible for knowing and complying with pertinent information in this bulletin, the *Class Schedule*, the *Planning an Associate in Arts Degree Workbook*, and various brochures in 10 Nicholson Hall. You should also regularly check the notices printed in the "Official Daily Bulletin" column of the *Minnesota Daily* (the student newspaper on the Twin Cities campus) and on the official college bulletin boards in Nicholson Hall. You must provide the General College with an accurate local mailing address and keep it current at all times so that letters and official notices are promptly received.

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Advising

Advising is a process of consultation and educational planning that you engage in with your adviser. Advising is *not* registration, but rather preparation for registration, and should take place well in advance of your registration each quarter. The purpose is to allow for unhurried discussion and planning of your long-range educational and career goals, discovery of appropriate course and program recommendations for reaching those goals, and referral to other college and University resources.

Faculty—During your freshman year, and until you have completed 45 credits, you must see your faculty adviser at least once each quarter for advance planning in preparation for registration. After you have completed 45 or more credits, you must meet with your adviser during fall quarter, and again either winter or spring quarter, to complete the planning of your General College education and explore options available to you as you approach the cut-off point of 90 credits. In the quarter just before you reach 90 credits, you must meet with your adviser to complete plans for graduation from the associate in arts program and discuss preparations for the next phase of academic or career development you will undertake.

During the first five weeks of each quarter, advisers will post times for advising appointments on a sign-up sheet, usually on or near their office door. Arrange to see your adviser by signing up for an appointment during one of those times. To have time to get your student folder and records, your adviser will request that you sign up a few days in advance. Without your records, your adviser is at a disadvantage and cannot make informed judgments and recommendations. Allow time, and be sure to keep your appointment. If you cannot keep your appointment, leave a note, stop by, or call—and cancel—preferably in advance. Office and phone numbers of faculty advisers are posted outside 20 Nicholson Hall and listed in the University telephone directory.

Peer—Peer advising is best described as students advising students. Each year, the Counseling Office offers training to General College students of advanced standing who are interested in becoming peer advisers. Such students staff an informal information and referral center, which students seeking assistance can use either by appointment or on a walk-in basis. If you are interested in becoming a peer adviser, inquire about applying at 10 Nicholson Hall.

Quarterly Registration

The process of registration involves signing up for the coming quarter's classes and receiving a fee statement for your tuition and other expenses. Registration takes place throughout the period from mid-August to mid-September; shortly and after mid-quarter in fall, winter, and spring; and on the first day of each of the two summer sessions.

Your Responsibility—After your faculty adviser has helped you work out your educational plan, it is your responsibility to carry out that plan when you register. You are responsible for making sure that your registration is accurate, that hours of classes do not conflict, that you have the necessary prerequisites for courses, and that you are not repeating courses you have already successfully completed.

Queue Time—Each quarter, your queue time will be printed on your *Registration Information and Record Update* that you receive with your registration materials in 20 Nicholson Hall. Times are assigned according to the number of credits you have completed and an alphabetical rotation system. You may register at Fraser Hall either on or after your assigned queue time—never before.

7 Nicholson Hall—When you receive your queue time, begin the registration process by signing up for an appointment in the General College Course Enrollment Center, 7 Nicholson Hall. Appointment sign-up sheets are posted on the wall opposite 20 Nicholson Hall. Arrange for a time just prior to your queue time; if your

queue time is in the morning, try to get an appointment for the afternoon before. When you go to 7 Nicholson Hall, your academic file will be there with notes from your adviser about the educational plan you should follow. You will be given two registration forms—*Pre-Registration* and *Course Request*—and asked to fill them out with the appropriate information. Follow the posted samples and check the course information sheets on the wall to be sure the classes you have chosen are still open. If you have questions, ask one of the faculty members or counselors present. After you have completed the forms, have them stamped at the desk and take them to 20 Nicholson Hall.

20 Nicholson Hall—At the General College Registration Center, 20 Nicholson Hall, you will present the two forms you filled out at 7 Nicholson Hall. The *Pre-Registration form* will be checked and stamped. Take your *Course Request form* and *Registration Information and Record Update* together with any special forms you may have been given, to 202 Fraser Hall *on or after* your registration queue time. Go first to a validation terminal for a check on your eligibility to register, then to a registration terminal to arrange your schedule of selected courses. You will receive a computer print-out of your schedule and a fee statement.

Credit Loads—A normal load for General College students varies from 12 to 15 credits per quarter. Some students may occasionally carry up to 18 credits per quarter. Students must have their adviser's approval to register for more than 18 credits per quarter. No minimum number of credits is required by the General College; however, students in special programs and those who receive financial aid should be aware of minimum credit requirements set by the programs or funding sources, and should comply with them in order to remain eligible for continued assistance.

Combination Programs—After you have completed one quarter's work in General College courses and earned a C7

average, you may register for a combination program in which you supplement your general education program with specialized studies not available in the General College. In this way, selected courses offered by other colleges of the University for which you have the appropriate preparation are available to you.

Your adviser must approve any registration for a combination program, guided by General College policy allowing you to take *only one course* outside at first. If you earn at least a C in that first course, you may later register for up to one-half of your credit load outside the General College.

Credits earned in courses offered by other colleges apply toward the total required for General College degrees. A combination program is useful if you hope to transfer, as it provides you and the college you hope to enter an opportunity to discover how well you can perform in your proposed field.

Continuing Education and Extension—Students sometimes enroll for courses offered through evening study or correspondence. Keep your adviser informed of any such credits, and be careful not to overextend yourself by enrolling in both day and evening classes during the same quarter—especially if you are employed or have other demands on your time. Grades earned through Continuing Education and Extension do not automatically appear on day school transcripts.

Holds—If you have a hold on your registration, you may not be permitted to register for courses or, in many cases, obtain transcripts until the hold is cleared with the office that imposed it. The General College may impose an academic hold for unsatisfactory academic progress or excessive credits. Other holds may be imposed for disciplinary reasons or for financial indebtedness to the University (e.g., unpaid library fines, unpaid tuition, or delinquent health service payments) or financial aid or funding agencies.

Repeating Courses—Some courses are offered for repeated enrollment up to a maximum of a stated number of credits. In

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addition, the General College allows students to repeat any course for which they want to improve their earned grade. If you received a low grade, an **N** (no credit), or a **W** (withdrawal) in a course the first time and want to repeat it, you may again register and pay tuition for it. Both the first and second grades will remain on your transcript, and generally are included in the computation of your grade point average (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** for the course will be recorded on your transcript. You may *not* later take the course for credit.

Visiting Courses—Instructors have the authority to permit occasional visits to their classes, but may not permit students who are not registered to attend regularly.

Cancel/Adding Courses—You may cancel or add courses after you have completed registration in any quarter by filing a General College Cancel/Add form and another Course Request form. The forms are available at, and should be returned to, 20 Nicholson Hall. Routine changes, such as switching sections of a course or preferring one course over another in a given area, do not require your adviser's signature. However, changes that substantially alter the program your adviser recommended, involve a large or excessive number of credits, replace General College courses with those from other colleges, or result in more credits outside than in the General College *do* require your adviser's approval and signature.

Adding Courses—If a course is open and the instructor approves, you may add

a course through the first week of classes. However, instructors in some areas find late enrollment disruptive and discourage its use. It is your responsibility to get information about course requirements and the instructor's expectations. After the first week of classes, you must submit a permission slip signed by the instructor, together with the proper cancel/add forms, to 20 Nicholson Hall. To enroll in a course that is closed, you must have the instructor's written approval and signature on an override permission slip.

Cancelling Courses—You may cancel a course until the end of the sixth week of the quarter (or third week of the summer term) and receive a **W** (withdrawal), which will be recorded on your transcript. If you cancel a course before the end of the second week of the quarter (or first week of the summer term), the course will be removed from your transcript. If you cancel a course after the sixth week of the quarter (or third week of the summer term), you must obtain a Course Cancellation form from 106 Nicholson Hall. The instructor of the course must approve and sign it and indicate whether a grade of **W** or **N** (no credit) will be assigned and recorded on your transcript. Return the Course Cancellation form to 20 Nicholson Hall. Instructors have the right to refuse late cancellation of their courses after the sixth week of the quarter (or third week of the summer term). *Merely dropping out of a class does not constitute official cancellation.*

Obtaining Refunds—Students who cancel all or part of their registration before the end of the sixth week of the quarter (or third week of the summer term) are entitled to tuition refunds on a prorated basis. For cancellations after the sixth week of the quarter (or third week of the summer term), no refunds are made.

Cancelling Retroactively—The University allows students to cancel a course after the end of the quarter, but recommends that you cancel within the quarter you registered for the course. Retroactive cancellation is reserved for situations when emergencies or other extenuating

circumstances make it impossible for you to follow standard cancellation procedures. The University policy, which is printed in the *Class Schedule*, requires authorization by the instructor in a signed statement accompanied by a Final Attendance Verification form. A complete or partial refund of tuition and course fees through retroactive cancellation is only possible for one calendar year after the end of the quarter.

Jeopardizing Aid—If you receive financial aid or are in a special program, you should know that casual use of the cancel/add process, without educationally sound reasons for making changes, may jeopardize your eligibility. Carefully investigate any implications that course cancellations may have on your financial aid or supplemental funding. For example, benefits received from the Veterans or Social Security Administration, funding for vocational rehabilitation and day care, disability benefits, and eligibility for participation in athletics or student organizations may be contingent on your completing a specified number of credits in a given period.

Leaving the University—If you “stop out” or decide to leave the University, you should schedule an exit interview with a counselor in 10 Nicholson Hall and file any necessary forms for withdrawal from classes so you cancel out in good standing. If you decide to leave at the end of a quarter when all of your work has been completed and cannot arrange for an exit interview, notify the Counseling Office, 10 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/376-2950). *If you have been admitted to a baccalaureate program and interrupt your studies or drop out, you must also notify your adviser and arrange for the appropriate classification of your status.*

Scholastic Standards

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, students should invest approximately 30 hours of study, including time spent in the classroom, laboratory, or field and on homework and library assignments.

Grading Systems—The grading systems used in the General College are the S-N (satisfactory-no credit) system and the A-N (A-B-C-D-no credit) system with numeric grade points. Indicate at the time of registration the basis on which you wish to be graded for each course. You may change your registration from A-N to S-N or vice versa only during the first two weeks of each quarter.

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

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

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

S Grade—To receive an S in a General College course, you must earn a passing grade of A, B, or C. Some instructors may assign an S for the equivalent of a D. You may not take any courses on the S-N system, except those designated S-N only, during your first quarter in residence. After the first quarter, there are no restrictions on the number of courses per quarter you may take on the S-N basis, although there are restrictions on the total number of S-N credits applicable to a degree program. You may apply a maximum of 30 credits (including internship) of S toward a General College associate in arts degree and a maximum of 45 credits toward a

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General College baccalaureate degree; these may include combination-course credits of S. Each college sets its own standards for the S grade. If you register for a course outside the General College on the S/N basis, check the bulletin of that college for their accepted standard.

If you plan to transfer to another college, you will need to meet the grade point average required by that college. Check with that college about acceptance of S grades and inclusion of them in computation of the grade point average.

Other Symbols—The symbols below are used throughout the University system:

I—Incomplete given when, because of special circumstances, you have made prior arrangements with an instructor to complete the work of a course and the instructor believes earning credit is possible. If the instructor believes that the work cannot be made up, an N is assigned. An I that has not been made up before the end of the next quarter in residence will be changed to an N. Students are encouraged to avoid incompletes. If an incomplete in a course is unavoidable, the student is urged to make it up at an early date. More than an occasional incomplete on a student's record is interpreted as an indication of a lack of academic progress. Students who receive an I in a course may not repeat the course without re-enrolling and paying tuition for the course.

N—No credit, indicating that either you completed the course but did not earn a passing grade, or you registered for the course but did not complete it and did not officially withdraw.

W—Official withdrawal from a course after the tenth day of class, by filing a Cancel/Add form and a Course Request form.

V—Formal registration in a course as an Auditor (or Visitor).

T—Transfer course (precedes a grade transferred from another college or institution).

Grade Average—Grade averages are referred to in the General College as numeric point averages (NPA); in other

colleges of the University, as grade point averages (GPA). To compute the NPA, multiply the number of credits by the numeric grade earned in each course, add the numeric points together, and divide by the total number of credits:

| Credits | Grade | | Numeric Points |
|---------|-------|---|-----------------------|
| 5 | X A | = | 55 |
| 3 | X B | = | 24 |
| 4 | X C | = | 28 |
| 12 | | | 107 ÷ 12 cr = 8.9 NPA |

N and Grade Average—N's are not included in the computation of grade averages in the General College. However, some other colleges *do* include them in their computation. If you are planning to transfer to another college, N's may work to your disadvantage.

Day School Grades—Grade reports are distributed to students at the end of fall and winter quarters by the Office of Admissions and Records. Fall grades are available on the first day of winter quarter, and winter grades on the first day of spring quarter, for distribution at the Great Hall of Coffman Union. After the first day of those quarters, grades may be picked up at Fraser Hall. A complete transcript of all grades earned to date, including those for spring quarter, will be mailed to students at the end of each academic year by the Office of Admissions and Records.

CEE Grades—Grades earned through Continuing Education and Extension (CEE) are mailed to students and appear on a separate transcript. To have CEE grades recorded on your day school transcript, file a request at 155 Williamson Hall (612/376-1680).

Classroom Policies

First Class Meeting—Attendance at the first class meeting of courses you are officially registered for assures your enrollment. In accordance with the University policy stated in the *Class Schedule*, if you miss the first day without prior instructor approval, you may forfeit your place in the class to other students. If you miss the first day of a class without permission but

wish to remain enrolled, contact the instructor as soon as possible; the instructor has the right to deny your admission if the class is full.

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.

Instructors' Statements—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, and due dates of major papers or projects. 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 Credit—Students sometimes ask instructors to allow them to do "extra credit" 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.

Student Conduct

Code—University standards of conduct and discipline are contained in this code, published each fall in the *Minnesota Daily*. The complete text is also available from the Special Counseling Office, 12 Morrill Hall. All students at the University are responsible for knowing and complying with these standards.

Honesty—As a student, you help to create the learning environment of the classroom and to 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 to avoid various forms of cheating, including handing in your own or someone else's paper for several classes without the instructors' knowledge or approval and plagiarizing (intentionally quoting material without revealing its source or crediting its author). Dishonesty is subject to disciplinary action.

Academic Standing

Your academic achievement and progress toward a degree are reviewed at the end of each quarter by General College counselors. 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.

Satisfactory Progress—In the General College associate in arts program, students are expected to earn a minimum grade average of C5 and to complete at least two-thirds of all credits attempted.

Dean's List—Each academic quarter, students of outstanding academic achievement are recognized by being named to the Dean's List. An individual letter of congratulation is sent from the Dean of the General College. To make the Dean's List for the year, you must have registered full-time, completing 36 or more credits; achieved a grade/numeric point

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average of B8 or higher; earned passing grades in all courses you registered for; and completed at least 24 credits in courses at a level appropriate to your academic career.

Unsatisfactory Progress—Accumulation of several nonpassing grades and/or low grades during a single quarter is considered unsatisfactory progress. Students with such records may want to discuss their grades and study habits with a General College counselor. Students who have several incompletes, N's, and/or less than a C average may have a hold placed on their records, which bars them from registering until their adviser or counselor agrees that the hold can be removed. Students are thus encouraged to work with their adviser or counselor to improve their academic performance.

Suspension—Students who continue to make unsatisfactory academic progress and who do not seek help to improve their performance are dropped from the General College. 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.

Excessive Credit Hold—The basic program of the General College is the 90-credit associate in arts degree program, so 90 credits serves as a decision point in reviewing students' academic progress. General College students who earn 90 credits but have not been admitted to either a four-year baccalaureate program or a certificate program are placed on an excessive credit hold. Because credits achieved beyond the associate in arts degree do not automatically apply to a baccalaureate degree, students with excessive credit holds will be allowed to register only with special permission from their adviser or a General College counselor. If a student is allowed to register beyond 90 credits, it is only for a limited period and a specific purpose related to educational objectives. As students approach 90 credits, they are strongly encouraged to discuss with their adviser

or a General College counselor educational and career alternatives beyond the 90-credit associate in arts degree.

Student Records

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

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

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

General College students may request to see their educational records by contacting the head of the Counseling Office. Normally, records may be reviewed within 10 days after submitting a request form.

Retention—General College educational records are kept for only a limited time. Transcripts are retrieved and retained permanently. For students who stop out and return after a prolonged period to resume their studies, a new file may have to be established. Students who have been admitted to the baccalaureate program and who discontinue their studies will be considered inactive after an absence of two years; their records will be recalled from their adviser and placed on inactive status.

Reactivation—Students who want to resume their studies after stopping out or leaving the University should notify the General College Registration Center, 20 Nicholson Hall, at least one quarter before they want to re-enroll and request that their records be reactivated. Baccalaureate program students must, in addition, notify their adviser one quarter in advance of their intended return so that the adviser has time to retrieve and review the records.

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 division head. But if that is not successful, the General College has an established formal procedure for handling grievances. You may file a claim with the Grievance Review Officer of the General College, and ultimately, if necessary, with the Grievance Committee, composed of faculty, civil service, and student representatives.

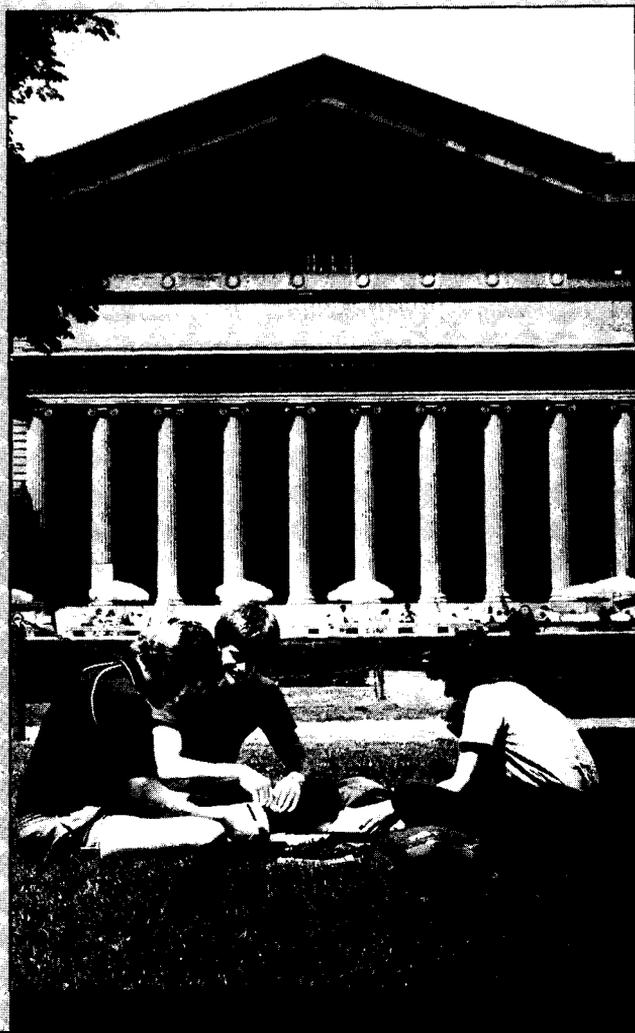
Graduation

Application—If you are an *A.A. degree* candidate, apply for graduation at 150 Williamson Hall by the second week of the quarter in which you expect to complete 90 credits and satisfy all requirements for the degree. If you are a *B.G.S. or B.A.S. degree* candidate, apply for graduation at 150 Williamson Hall and at the General College Baccalaureate Office, 39 Nicholson Hall, by the second week of the quarter in which you intend to graduate. Your Senior Report should be completed and submitted to your adviser for Graduation Committee Review by the fifth week of the quarter you intend to graduate.

Honors—The General College Assembly has endorsed the creation of the Honors Program in the General College at the associate in arts and baccalaureate degree levels. For more information about procedures for entering the Honors Program, contact the Counseling Office, 10 Nicholson Hall, or your adviser.

Commencement Ceremonies—Twice each year, in June and December, the General College honors graduating students and their families at commencement ceremonies. Members of the Student Board and other student volunteers assist the dean's staff in preparing these celebrations. In what has become a General College tradition at commencements, two to four graduates are selected from a slate of students recommended by faculty advisers for the honor of representing their classmates as student speakers. If you are interested in serving as a volunteer at commencements or being recommended for consideration as a student speaker on the occasion of your graduation, ask for more information at 106 Nicholson Hall (612/373-4104).

Courses



Subject Area List

Arts

- 1305—Dance
- 1311—Art: General Arts
- 1312, 1313—Art: Art Today, I, II
- 1474—Creativity: Camera in Communication
- 1481—Creativity: Art Laboratory—Experiences in the Media
- 1483—Creativity: Music Laboratory—How to Read and Write Music
- 1485—Creativity: Photography I
- 1486—Creativity: Photography II
- 1536—Introduction to Commercial Art
- 3311—Art: General Arts
- 3616—Creativity: Crafts

Biological Sciences

- 1112—Science in Context: Human Uses of the Environment
- 1131—Biological Science: Principles
- 1132—Biological Science: The Human Body
- 1133—Nature Study
- 1136—Biological Aspects of Aging
- 1137—Biological Science: Laboratory
- 3114—Personal Environmental Health
- 3115—Evolution of Life on Earth
- 3132—Cardiovascular Anatomy and Physiology

Business Studies

- 1511—Introduction to Modern Business
- 1513—Principles of Small Business Operations
- 1515—Orientation to Co-operative Internships
- 1517—Co-operative Business Internships
- 1530—Fundamentals of Financial Administration
- 1533—Financial Mathematics: Procedures and Applications
- 1534—Practical Law
- 1537—Professional Selling
- 1540—Accounting Fundamentals I
- 1542—Accounting Fundamentals II
- 1551—Marketing: Introduction
- 1552—Marketing: Sales Promotion
- 1553—Marketing: Principles of Management
- 1555—Marketing and Geology of Natural Raw Materials

- 1556—Marketing: Field Experience, New York, NY
- 1557—Marketing: Field Experience, New York, NY
- 1575—Introduction to Data Processing
- 1764—Credits and Collections
- 3514—Research for Starting a Small Business
- 3517—Advanced Co-operative Business Internships
- 3556—Marketing: Field Experience, New York, NY
- 3557—Marketing: Field Experience, New York, NY
- 3560—Personnel Administration
- 3571—Computer Approach: Problem Solving
- 3602—Applied Supervision
- 3732—Consumer Transactions and the Law
- 3761—Consumer/Buyer Behavior
- 3764—Credits and Collections Management

Career Education and Personal Development

- 1502—Career Planning
- 1503—Job-Seeking Skills and Practice
- 1504—Success in a Career
- 1505—Work and Leisure
- 1702—Higher Education Survival Seminar
- 1791—College Committee Work
- 1893—Educational Planning
- 1894—Planning A General College Baccalaureate Program
- 3001—General College Undergraduate Teaching Internship
- 3002—General College Undergraduate Counseling Internship

Communication

- 1381—Radio and Television Today
- 1400—Speech and Theatre
- 1461—Oral Communication: Basic Principles
- 1463—Oral Communication: Dynamics of the Public Speech
- 1464—Oral Communication: Group Process and Discussion
- 1465—Oral Communication: Interpersonal Communication

- 1471—Creativity: Creative Problem Solving—Innovation Techniques
- 1484—Creativity: Writing Laboratory—Individual Writing
- 3374—Film and Society
- 3461—Male/Female Communication
- 3462—Public Speaking for Business and the Professions
- 3464—Communication in Organizations
- 3465—Communication for Health Workers
- 3471—Creativity: Advanced Skill Development
- 3472—Creative Speech Activities

Family Studies

- 1721—Marriage, Family, and Personal Fulfillment
- 1722—Home Life: Parent-Child Relationships
- 1731—Consumer Problems and Personal Finance
- 1733—Contemporary Sex Roles
- 3720—Violence in the Family
- 3721—The Family and Society
- 3722—Principles of Marriage and Family Interventions
- 3725—Individual Sexuality and Society
- 3726—Dynamics of Family Interaction

Humanities

- 1375—Humanities in Modern Living I
- 1376—Humanities in Modern Living II
- 1382—Scandinavian Culture
- 1383—Latin American Arts and Civilization
- 1384—Living Myths of Greece and Rome
- 3376—Humanities: The Experience of Aging

Literature

- 1361—Literature: World Literature—Personal Experience
- 1362—Literature: World Literature—Social Experience
- 1363—Literature for Children
- 1365—Literature of the United States
- 1366—Literature: Images of Women in Literature

- 1367—Literature: Contemporary Books and Periodicals
- 1371—Literature: Reading Short Stories
- 1374—Literature of the Theatre: Film and Drama
- 3352—Philosophy Through Literature
- 3361—Literature: World Literature: Personal Experience
- 3362—Literature: World Literature: Social Experience
- 3377—Murder, Mystery, and Mayhem: Whodunit?

Mathematics-Computer Studies

- 1433—Basic Mathematics: Programmed Study
- 1434—Mathematics Skills Review
- 1435—Elementary Algebra
- 1445—Intermediate Algebra
- 1452—Trigonometry and Problem Solving
- 1454—Statistics
- 1533—Financial Mathematics: Procedures and Applications
- 1571—Introduction to Basic and Microcomputers
- 1575—Introduction to Data Processing
- 3454—Understanding Quantitative Research Methods
- 3571—Computer Approach: Problem Solving

Music

- 1300—Music Theory
- 1301—Keyboard Performance
- 1302—Strings
- 1303—Woodwinds, Brass, Percussion
- 1304—Voice
- 1331—Music: Instrumental Music and Its Traditions
- 1333—Music: Vocal Music and Its Traditions
- 1483—Creativity: Music Laboratory—How to Read and Write Music
- 1506—Piano Tuning
- 1507—Guitar Repair
- 3335—Music of the 20th Century

Courses

Philosophy

- 1351—Philosophy: Functions and Problems
- 1355—Philosophy: Problems of Ethics
- 1357—Philosophy: World Religious Beliefs
- 1442—Functions and Problems of Logic
- 3342—Moral Issues in Business
- 3344—Moral Issues in Medical and Health Professions
- 3345—Morality and the Law
- 3354—Philosophy, Science, and Religion

Physical Sciences

- 1111—Science in Context: Weather and Climate
- 1161—Physical Science: Solar System Astronomy
- 1162—Physical Science: Stellar Astronomy
- 1163—Physical Science: Principles of Physics
- 1166—Physical Science: Principles of Chemistry
- 1167—Astronomy Lab
- 1171—Earth Science: Physical Geology
- 1172—Earth Science: Historical Geology
- 1173—Geology of the National Parks
- 1175—Marketing and Geology of Natural Raw Materials
- 3134—Nature and Its Impact on the Mind
- 3173—Geology of the National Parks
- 3181—Modern Physical Sciences: Energy Sources and Conversions

Psychology

- 1281—Psychology in Modern Society
- 1282—Psychology Applied to Human Affairs
- 1283—Psychology of Human Development
- 1284—Behavior Problems of Children
- 1287—Psychology Applied to Aging
- 1701—The Psychology of Personal Effectiveness
- 1705—Psychology and the Management of Stress: Theory and Application
- 3282—Psychology Applied to Social Problems
- 3286—Topical Seminar in Psychology
- 3605—Interviewing

- 3642—Seminar: Small-Group Facilitation
- 3643—Seminar: Individual Helping Skills

Social Sciences

- 1211—People and Problems
- 1212—Urban Problems
- 1217—Human Services and Community Resources
- 1221—Minnesota: History
- 1222—Applied Politics
- 1225—Minnesota Biography
- 1230—United States: Recent History
- 1231—United States: Growth of National Power
- 1232—United States: Growth of Technology
- 1233—United States: Government and Politics
- 1234—Growing Old Together: Aging in the 20th Century
- 1235—United States: Law and Society
- 1236—United States: The Crime Problem
- 1237—United States: Juvenile Delinquency
- 1241—Historical Biography: Lincoln and the Civil War
- 1243—Historical Biography: World War II and Cold War Personalities
- 1251—World History
- 1252—International Relations
- 1285—Cultural Anthropology
- 1291—The World Today—Geography at Home and Abroad
- 1292—Human Uses of Natural Resources
- 1293—United States: Its People, Physical Environment, and Economic Activities
- 1294—Economics in Contemporary Society
- 1295—Economic Perspectives: Micro Principles and History
- 1296—Economic Perspectives: Macro Principles and History
- 3211—Statutory Definitions of Law: Minnesota Criminal Code
- 3212—Criminal Procedure
- 3213—Police in the Community
- 3217—Community Service Internship
- 3232—The Growth of American Industrial Technology
- 3235—Poverty Law

- 3236—Minnesota Corrections: Penal Alternatives
- 3238—Public Programs in Aging: National, State, Local
- 3243—Historical Biography: World War II and Cold War Personalities
- 3251—Great Cities of Europe
- 3276—Multicultural Relations
- 3285—Anthropology of the City
- 3292—Urban Decision Making in the Twin Cities
- 3294—Social and Political Impact of Economic Policy
- 3612—Mental Health: Principles and Practices
- 3614—Psychological Intervention Techniques
- 3624—Human Services Worker—Change Agency
- 3841—Minnesota Resources
- 3845—Minnesota Biography

Writing

- 1421—Writing Laboratory: Personal Writing
- 1422—Writing Laboratory: Communicating in Society
- 1426—Information Strategies and Research Methods
- 3423—Writing the Research or Survey Report
- 3426—Information Strategies and Research Methods
- 3484—Writing for Publication
- 3531—Writing for Business and the Professions
- 3533—Functional Communication

Career Studies List

GC Certificates

Aging Studies

This certificate requires 30 credits total: the core courses listed below (20 credits) plus an additional 10 credits of course work related to your career plans.

- 1136—Biological Aspects of Aging
- 1234—Growing Old Together: Aging in the 20th Century
- 1287—Psychology Applied to Aging

- 3238—Public Programs in Aging: National, State, Local
- 3376—Humanities: The Experience of Aging

Human Services

This certificate requires 60 credits total: the core courses (20 credits) plus two additional 20-credit modules, all listed below.

- 1217—Human Services and Community Resources
- 1283—Psychology of Human Development
- 3831-3—Conflict and Personal Change

Module Options (choose two):

- Counseling Studies Module
- Aging Studies Certificate Module
- Law Enforcement/Corrections Module
- Family Studies Module
- Urban Studies Module
- Self-Contained Module from another college at the University
- Self-Designed Module

Marketing

This certificate requires 90 credits total: the core courses listed below (19 credits) plus an additional 71 credits of course work related to your career plans.

- 1515—Orientation to Co-operative Internships
- 1517—Co-operative Business Internship
- 1537—Professional Selling
- 1551—Marketing: Introduction
- 1553—Marketing: Principles of Management

Cooperative Studies

Aviation Studies

This program is offered through the General College but taught at the University flight facility, located at the Anoka Airport. The courses may be applied toward a General College degree but may not be used to fulfill general education requirements. Information on courses relating to flight and air transport pilot instruction is available at the flight facility.

Fire Protection

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

Law Enforcement/Corrections

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

Legal Studies Continuing Education

The General College endeavors to meet the need of the legal community for courses that enhance and upgrade the knowledge and skills of persons already working in the legal environment. Focus is on the advancement and continuation of students' education through courses in areas of legal specialty that promote both depth of understanding and practical skills. The courses are offered through Continuing Education and Extension.

Radiologic Technology

This program is a cooperative effort between the University's Radiologic Technology program and the General College. Students take the standard 45-credit radiologic technology curriculum and then combine that background with 45 credits of the General College curriculum. Upon completion of the program, students qualify for registration in the American Registry of Radiologic Technologists and an A.A. degree from the General College.

Vocational Teacher Education

This program is a cooperative effort between the University's College of Education and the General College. Students take the standard 21-credit vocational teacher education curriculum and then combine that background with 69 credits of the General College curriculum. Upon completion of the program, students qualify for a vocational teacher's license and an A.A. degree from the General College.

Descriptions

Number

- 1000 to 1999 Open to all students
- 3000 to 3999 Open to students who have completed at least 45 credits with a C7 average or above.
- xxx8 Special topics courses
- xxx9 Individual study

Symbols

- § Credit will not be granted if the equivalent course listed after this symbol has been taken for credit.
- ¶ Concurrent registration is allowed (or required) in the course listed after this symbol.
- # Registration Override Permit, completed and signed by the instructor, is required for registration.
- △ Registration Override Permit, completed and signed by the college, is required for registration.

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

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

1011. PRIVATE PILOT, GROUND.

(5 cr)
Introduction to aircraft aerodynamics and systems, federal aviation regulations, navigation, radio navigation and cross-country planning procedures. Serves as preparation for the FAA private pilot written examination.

1012. PRIVATE PILOT, FLIGHT.

(3 cr; S-N only)
Includes all dual and solo flight hours required for private pilot certification. Emphasizes preflight operations, aircraft operating procedures, proper flight control, safety, traffic control procedures and communications.

1013. COMMERCIAL PILOT, GROUND.

(5 cr; prereq 1011 or equiv)
Increases basic knowledge learned in 1011 while expanding on the national aerospace system, meteorology, and advanced flight safety techniques. Prepares student for FAA written examination.

1014. COMMERCIAL PILOT, FLIGHT.

(5 cr; prereq private pilot license; S-N only)
Includes all dual and solo flight hours required for FAA certification. Covers advanced flight maneuvers; complex, high-performance aircraft operation; and emergency, critical situation recognition and recovery.

1015. INSTRUMENT PILOT, GROUND.

(4 cr; prereq 1011 or equiv)
Instruments and systems, IFR enroute procedures, VOR, DME, area navigation, radar, instrument procedures, regulations, and airman's information manual. Prepares student for FAA written examination.

1016. INSTRUMENT PILOT, FLIGHT.

(2 cr; prereq private pilot license; S-N only)
Meets dual hour flight requirements for FAA certification. Joint use of aircraft and flight simulator covering instrument altitude flying, instrument departure, en route and approach procedures, cross-country navigation, and instrument holding procedures.

1017. MULTIENGINE PILOT, FLIGHT AND GROUND.

(2 cr; prereq private pilot license)
Includes all dual flight and ground instruction requirements for FAA certification. Covers multiengine aerodynamics, advanced aircraft systems (electrical, hydraulic, etc.), and emergency procedures, including single-engine operations and instrument flight.

1111. SCIENCE IN CONTEXT: WEATHER AND CLIMATE.

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

1112. SCIENCE IN CONTEXT: HUMAN USES OF THE ENVIRONMENT.

(5 cr, §1113)
Study of ecology as applied to aspects of our past, present, and future existence; application of biological principles and interrelationships between the individual and the environment. Principles of ecology as seen in structure and function of ecosystem; pollution of soil, water, and air resources; population explosion; and relationship of people, disease, food production, environmental controls to survival. (GrB)

Courses

1121. HAZARDOUS MATERIALS AND PROCESSES I.

(3 cr)

Basic physical and chemical laws underlying the behavior of matter and reactions of water to other substances. Terminology used and regulations presented in various handbooks.

1122. HAZARDOUS MATERIALS AND PROCESSES II. (3 cr; prereq 1121)

Continuation of study of the physics and chemistry of matter and its relation to fire situations. Enlarges on study of metals, plastics, and oxidizing materials. Means of fire suppression.

1123. HAZARDOUS MATERIALS AND PROCESSES III.

(3 cr; prereq 1122)

Explosion hazard and handling of unusual materials, such as rocket fuels and radioactive materials. Physiological implications of hazardous materials.

1124. FIRE PREVENTION AND CONTROL.

(3 cr)

Traditional fire prevention methods that govern the maintenance of buildings and premises. Design and construction features required by building codes; built-in controls that keep a small fire small. Recognizing, researching, and developing practical solutions to fire prevention and control problems.

1125. FIRE PROTECTION AND LIFE SAFETY SYSTEMS IN BUILDING DESIGN.

(3 cr)

Major systems for protecting occupants of modern buildings from hazards of fire, smoke, and similar unsafe conditions. Professional development course that can be helpful to members of the fire services, architects, engineers, building inspectors, and others with life safety responsibilities within buildings. Minimal technical background necessary.

1126. PRIVATE FIRE PROTECTION SYSTEMS: ELEMENTS.

(3 cr)

Private fire protection, including portable extinguishers, fixed carbon dioxide and halon systems, water supplies, and automatic sprinklers. Coordination of private and public fire response.

1127. PRIVATE FIRE PROTECTION SYSTEMS: APPLICATIONS.

(3 cr; prereq 1126 and intermediate algebra)

Quantitative applications of the elements of private fire protection. Simplified mathematical treatment of preliminary design layout is course project.

1128. FIRE DEPARTMENT ADMINISTRATION.

(3 cr)

Objectives, organization, and management of municipal fire departments, including brief historical review. Relationships of fire department with associate municipal departments, municipal organizational structure, and community. Variety of administrative areas considered to strengthen the fire officer's knowledge and skill in decision-making process.

1131. BIOLOGICAL SCIENCE: PRINCIPLES.

(5 cr; 4 lect, 2 lab hrs per wk)

Variety and relationships of living organisms illustrating general principles of biology as they apply to humans, animals, and plants. Principles drawn from such fields of study as cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Students spend about 2 hours a week in multimedia laboratory working on biological information and biological problems with aid of tapes, pictures, graphs, movies, and experiments. (GrB)

1132. BIOLOGICAL SCIENCE: THE HUMAN BODY.

(5 cr)

Problems of physical, mental, and social health related to anatomy, physiology, and needs of the human organism. In studying the heart, for example, instructor shows what it is, how it works, its importance to overall functioning of the body, what can go wrong with it, and what is known about keeping it on the job. Films, televised dissections, and demonstrations supplement lectures. No separate weekly laboratory experience; schedule GC 1137 if lab experience desired. (GrB)

1133. NATURE STUDY.

(4 cr)

Identification and natural history of Minnesota wild plants and animals studied in their natural environments. Lecture discussions of classification, ecological principles, behavioral adaptations, human uses of wild plants and animals, and laboratory examination of specimens. No background in biology presumed. (GrB)

1136. BIOLOGICAL ASPECTS OF AGING.

(4 cr; offered through CEE only)

Overview of biological changes that occur with age: normal aging, common physical problems, diseases of the aged, drugs, preventive health care, the "activated patient" role, and limits of intervention. (GrB)

1137. BIOLOGICAL SCIENCE: LABORATORY.

(2 cr; prereq 1131 or 1132; 4 lab hrs per wk)

Through laboratory preparations, dissections, and microscope observations, students experience some problems, activities, and challenges that biologists encounter daily. Examination of relationships of genetics, anatomy, physiology, microbiology, and hematology. In small laboratory sections, students gain insight into their functioning as biological entities and their relationship to other elements of life. (GrB)

1161. PHYSICAL SCIENCE: SOLAR SYSTEM ASTRONOMY.

(5 cr)

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. Four one-hour evening laboratories or independent study project arranged. (GrB)

1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY.

(5 cr)
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. Four one-hour evening laboratories or independent study project arranged. (GrB)

1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS.

(5 cr; prereq elementary algebra or GC 1435 or GCPP Math Level D)
Basic physical principles, beginning with aspects of mechanics. Electricity and magnetism, thermodynamics, sound. In-class lectures, discussion, demonstrations; no separate weekly laboratory. Problem-solving geared to students' varying mathematical backgrounds; individual outside help available. (GrB)

1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY.

(5 cr)
Fundamental principles and laws of chemistry, stressing theory development, application, roots in experience. Problem-solving techniques. Classification of matter, elements, atomic and molecular structure, compounds and chemical bonding, chemical reactions and stoichiometry, gas laws. No separate weekly laboratory. (GrB)

1167. ASTRONOMY LAB.

(4 cr; prereq astronomy course, ♪, or equiv)
Staff maps, co-ordinate systems, spectroscopy, H-R diagrams, lunar stratigraphy. Students perform experiments, systematically observe the night sky, complete assigned project(s). Opportunity to associate with amateur astronomers. (GrB)

1171. EARTH SCIENCE: PHYSICAL GEOLOGY.

(5 cr; 4 lect, 2 lab hrs per wk)
Description and map analysis of common land features—valleys, mountains, rivers, lakes. Processes responsible for their origin and change. Types of surface materials, minerals, rocks, soils. How earth's features develop and change. Labs: mineral and rock identification, topographic map reading, landform identification, landscape interpretation. (GrB)

1172. EARTH SCIENCE: HISTORICAL GEOLOGY.

(5 cr; 4 lect, 2 lab hrs per wk)
Principles of geology used to unravel earth's past, as recorded by rocks and fossils. Development of earth's past, as recorded by rocks and fossils. Development of earth's physical and chemical features through time; changing life patterns as response. Problem-solving, logical deductions from facts. Self-paced laboratory: identification and interpretation of fossils, rocks, geologic maps, ancient environments and geographies. (GrB)

1173. GEOLOGY OF THE NATIONAL PARKS.

(5 cr, \$3173)
Processes that produced spectacular scenic and geologic features of North America's national parks and monuments. Uses as "pleasuring grounds" for people. No separate weekly laboratory. (GrB)

1175. MARKETING AND GEOLOGY OF NATURAL RAW MATERIALS.

(2 cr; prereq 45 credits, ♪1555)
Overview of raw materials industry. Ore deposit and energy resource origins, exploration, mining, processing. Marketing mix, target marketing, mineral economics, international and political implications. Recycling and environmental impact. Library research of selected topic for discussion, term paper. Lectures, guest speakers, films, and geological samples. (GrB)

1211. PEOPLE AND PROBLEMS.

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

1212. URBAN PROBLEMS.

(5 cr)
Using problem-solving, interdisciplinary approach, students examine some major urban problems such as social class and poverty, social change, crime, and education. Emphasizes practical activities through fieldwork or community activities. (GrC)

1217. HUMAN SERVICES AND COMMUNITY RESOURCES.

(6 cr)
Examination of human problems that require community resources. Through readings, exercises, and field-based experiences, students explore the knowledge, skills, and resources needed to work in human services organizations; the structure and function of human services agencies; and important issues in the field. (GrC)

1221. MINNESOTA: HISTORY.

(5 cr, \$1223, \$1224)
Introduction to people and institutions of the state: geography, exploration, frontier settlement, statehood, economic development, politics, and social and intellectual history. (GrC)

1222. APPLIED POLITICS.

(5 cr; prereq 1233 or #, offered if feasible)
Involvement of student as participant or field observer in some aspect of political process such as party activity, political campaigning, or legislative activity, depending on current political situation. Requires extensive feedback. (GrC)

1225. MINNESOTA BIOGRAPHY.

(4 cr, \$3845)
Various aspects of Minnesota life examined by means of biography: deeds of the famous and accomplishments of the worthy but obscure. Topics change with thematic approach, e.g., concentration on political figures, business leaders, artists, or intellectuals. Inquire about course content before enrolling. See also 3845. (GrC)

Courses

1230. UNITED STATES: RECENT HISTORY.

(5 cr)

20th-century American history from pluralistic point of view; lives of minority and bypassed citizens as well as leaders and members of dominant groups. Values Americans generally believe should shape personal and public affairs; extent of central government responsibility for economic well-being of the people; U.S. role in world affairs. (GrC)

1231. UNITED STATES: GROWTH OF NATIONAL POWER.

(5 cr)

Historical and political growth of national government in United States traced in three units: major issues in growth of central government from 1607 to 1980s, development of Presidency, development of foreign and defense policies. (GrC)

1232. UNITED STATES: GROWTH OF TECHNOLOGY.

(5 cr, §3232)

Inventive skills and applications from early America to 20th century; technological development from crude beginnings to dominant characteristic of American life. Interaction of technology and history traced through production of food, fiber, and metal; construction and transportation; and weapons. (GrC)

1233. UNITED STATES: GOVERNMENT AND POLITICS.

(5 cr)

Major institutions of American national government and politics examined in context of their recent social-historical development. Becoming a well-informed and active citizen is encouraged through participant-observer field assignment and required reading of daily newspaper. (GrC)

1234. GROWING OLD TOGETHER: AGING IN THE 20TH CENTURY.

(4 cr)

Interdisciplinary course in social gerontology that emphasizes the loss of roles and status of older adults in a youth-centered culture. Effects of a rapidly increasing population of elders on major social and political institutions. Students are encouraged to look at their own aging process and to develop skills for life review with older adults. (GrC)

1235. UNITED STATES: LAW IN SOCIETY.

(5 cr)

The role of law in our changing society; legal aspects of current topics. Topics include courts and court systems, corrections, police-community relations, environmental problems, domestic problems, wills and probate, and insurance. When possible on individual or group basis, students visit conciliation, municipal, or district courts, prisons, workhouses, jails, juvenile detention centers, or similar institutions. (GrC)

1236. UNITED STATES: THE CRIME PROBLEM.

(5 cr)

Nature and extent of crime in America. Causes and consequences of crime as it relates to criminals, victims, and general social order. (GrC)

1237. UNITED STATES: JUVENILE DELINQUENCY.

(5 cr)

Juvenile delinquency in our society; its nature and extent, its causes, and efforts to cope with it. Emphasis on the family, schools, and courts as factors in both causes and control of delinquency. (GrC)

1241. HISTORICAL BIOGRAPHY: LINCOLN AND THE CIVIL WAR.

(4 cr)

Beginning with Lincoln, examination of origins, conduct, and consequences of Civil War. Personalities and policies of that period compared with present in such areas as political leadership, social reform, military strategy. (GrC)

1243. HISTORICAL BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.

(4 cr, §3243)

Perspective on America's present world position through examining personalities and policies of such figures as Roosevelt, Churchill, Hitler, Marshall, Truman, Stalin, and Eisenhower (as well as less famous men and women of that period). (GrC)

1251. WORLD HISTORY.

(5 cr)

General historical framework covering major world cultures in three time periods: from beginnings of history in Mesopotamia to "axial year." 500 B.C.; to age of Columbus; and from Columbus to present. Political, economic, religious, intellectual, and scientific aspects. (GrC)

1252. INTERNATIONAL RELATIONS.

(5 cr)

Some basic problems of world community: war, conflict of ideologies, developing nations, international trade, and international law and organizations. Since authorities on world community often differ in methods of analysis, students learn about several important analytical systems, apply them to problems, and thus develop an individual approach. (GrC)

1274. INTRODUCTION TO CHICANO STUDIES: THE BEGINNINGS.

(4 cr, §Chic 1105)

Convergence of Europe and America in Mesoamerica, leading to emergence of Mexican society. Pre-Columbian Mesoamerican civilizations, Iberian civilization, society resulting from conquest of Mesoamerica by Spain. (GrC)

1275. THE CHICANO EXPERIENCE.

(3 cr)

Overview of historical experience of the Mexican people in the United States. Major events and socio-economic factors that determined the historical trajectory of the Mexican-American community and continue to influence development of Chicano nation. (GrC)

1276. INTRODUCTION TO CHICANO STUDIES: THE CHICANO IN CONTEMPORARY SOCIETY.

(4 cr; prereq Δ , §Chic 1107)
Conditions leading to Chicano social, political, economic, and cultural consciousness, forms of expression. Farm worker struggle, land-grant litigation, urban strife, education. (GrC)

1277. CONTEMPORARY CHICANO ISSUES.

(3 cr)
Explores contemporary Chicano concerns in social, psychological, political, and economic areas. Chicano issues compared with those of American society's majority group. (GrC)

1281. PSYCHOLOGY IN MODERN SOCIETY.

(5 cr)
Introduction to science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups. (GrC)

1282. PSYCHOLOGY APPLIED TO HUMAN AFFAIRS.

(5 cr)
How psychological principles and practices affect our daily lives. Methods and findings of behavioral science in the study of everyday human affairs. Contributions of psychology to such fields as law and crime, behavior in unusual environments, personnel selection and training in industry, worker efficiency and job satisfaction, consumer behavior and advertising, teaching and learning, mental health, and accidents and driving safety. (GrC)

1283. PSYCHOLOGY OF HUMAN DEVELOPMENT.

(5 cr)
Focuses on growth and development of individual from conception through old age. Physical, motor, social, emotional, and psychological growth, and cognitive development. Integrated view of facets of development in order to understand human being as a complex organism functioning in a complex environment. The family as the main environmental factor in early development of individual. (GrC)

1284. BEHAVIOR PROBLEMS OF CHILDREN.

(4 cr, §1723)
Focuses on identification of maladaptive behavior, its causes, and what can be done to cope with children demonstrating such behavior. Dynamics of behavior pathology; types of behavior problems usually seen at home, in schools, and in social relationships; and effects of heredity, family experience, peer group pressure, and socioeconomic class on development of behavior problems in children. (GrC)

1285. CULTURAL ANTHROPOLOGY.

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

1287. PSYCHOLOGY APPLIED TO AGING.

(4 cr; offered through CEE only)
Introduction to the psychology of aging. Includes a psychological analysis of aging, the aged person, and society's role in the aging process. How people react to the aged, how people respond to their own aging, and how people respond as they are aging. Mental health and aging, societal norms and aging, loneliness and aging, and the psychological functioning of the aged person. (GrC)

1291. THE WORLD TODAY—GEOGRAPHY AT HOME AND ABROAD.

(5 cr)
Interaction of culture and physical environment in students' local area and rest of the world. Specific areas of Twin Cities, Minnesota, Soviet Union, and Japan observed within framework of human, physical, and economic activity. (GrC)

1292. HUMAN USES OF NATURAL RESOURCES.

(4 cr; prereq: §1112, §1113)
Locations, characteristics, and management of land, water, soils and agriculture, forests, grasslands, mineral and energy resources, wildlife and wilderness. Perspectives on human population and use, abuse, and conservation of these resources, with emphasis on United States. Designed to promote intelligent decision making by citizens. Slide photos, films, guest speakers. (GrC)

1293. UNITED STATES: ITS PEOPLE, PHYSICAL ENVIRONMENT, AND ECONOMIC ACTIVITIES.

(5 cr)
Interdisciplinary study of United States—people, physical environment, economic activities. Emphasizes practical activities to gain knowledge and understanding of nation. Films, slides, and audiotapes provide immediate experience with present-day United States as well as historical perspective. (GrC)

1294. ECONOMICS IN CONTEMPORARY SOCIETY.

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

1295. ECONOMIC PERSPECTIVES: MICRO PRINCIPLES AND HISTORY.

(5 cr)
Basic micro concepts of demand, supply, price, costs, revenue, profit, and imperfect competition. Historical evolution of classical economic system and its socialist and Marxist critiques. (GrC)

Courses

1296. ECONOMIC PERSPECTIVES: MACRO PRINCIPLES AND HISTORY.

(5 cr)

Basic macro concepts of aggregate spending and GNP, money and the macro system, inflation, unemployment, and macro stabilization. Historical development of Great Depression and resulting Keynesian critique of classical economic system. (GrC)

1300. MUSIC THEORY.

(Cr ar; offered at MacPhail only)

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

1301. KEYBOARD PERFORMANCE.

(Cr ar; offered at MacPhail only)

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

1302. STRINGS.

(Cr ar; offered at MacPhail only)

Private lessons and classes in string instruments. (GrD)

1303. WOODWINDS, BRASS, PERCUSSION.

(Cr ar; offered at MacPhail only)

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

1304. VOICE.

(Cr ar; offered at MacPhail only)

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

1305. DANCE.

(Cr ar; offered at MacPhail only)

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

1311. ART: GENERAL ARTS.

(4 cr, §3311)

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

1312, 1313. ART: ART TODAY I, II.

(3 cr per qtr; students may enroll for 1 or 2 qtrs in any sequence; S-N only)

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

1331. MUSIC: INSTRUMENTAL MUSIC AND ITS TRADITIONS.

(4 cr)

"Listening awareness" developed through acquaintance with sound of orchestral instruments, traditional means of organizing music, and representative works of some major composers. (GrD)

1333. MUSIC: VOCAL MUSIC AND ITS TRADITIONS.

(4 cr)

"Listening awareness" developed through an acquaintance with representative vocal works of some major composers. Musical types may include folk song, popular song, hymn, chant, madrigal and other choral forms, art song, and opera. (GrD)

1351. PHILOSOPHY: FUNCTIONS AND PROBLEMS.

(4 cr, §1861)

Designed for students with no previous training in philosophy. Philosophy as an expression of various ways in which Western people see relationships in the world of experience. Through practice in philosophical thinking, students come to understand and appreciate intellectual factors that influence orientations, values, and standards by which people choose to live. (GrC)

1355. PHILOSOPHY: PROBLEMS OF ETHICS.

(4 cr)

Students discover and analyze presuppositions, principles, and standards used in doing "what is right." Nature and justification of moral judgments, extent of individual moral responsibility, and ethical foundations of democratic society. (GrC)

1357. PHILOSOPHY: WORLD RELIGIOUS BELIEFS.

(5 cr)

Explores beliefs, rituals, and attitudes of the world's major religions in their historical, social, and cultural settings. (GrC,D)

1361. LITERATURE: WORLD LITERATURE—PERSONAL EXPERIENCE.

(5 cr, §3361)

Literature of ancient and modern Oriental and Western world—short stories, plays, poems, novels, and essays—illustrating themes of universal concern such as personal relationships and personal values. (GrD)

1362. LITERATURE: WORLD LITERATURE—SOCIAL EXPERIENCE.

(5 cr, §3362)

As in 1361, readings illustrate universal themes, but in 1362 emphasis is on the individual's social experiences and role as social critic and as citizen. (GrD)

1363. LITERATURE FOR CHILDREN.

(4 cr)

Survey of children's literature. For parents, prospective parents, or child-care workers who wish to become acquainted with children's literature and to guide children in selecting and reading books, or for others who may not have had an opportunity to read books—including classics—when they were children. (GrD)

1365. LITERATURE OF THE UNITED STATES.

(4 cr)

Ideals, values, and aspirations recorded by writers in the United States. Development of the democratic idea, emerging social problems, and great variety of people who participated in shaping the United States and issues that concerned them. Covers fiction, poetry, drama, essay, and biography. (GrD)

1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE.

(5 cr)

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

1367. LITERATURE: CONTEMPORARY BOOKS AND PERIODICALS.

(5 cr)

Students read and evaluate current books, both fiction and nonfiction, and analyze book reviews and other selections in current magazines to see how writers today interpret their world and thus influence public opinion and contemporary thought. (GrD)

1371. LITERATURE: READING SHORT STORIES.

(3 cr)

Representative short stories by American, British, and continental writers. How individual writers have used the form of the short story to express their ideas about human experience. (GrD)

1374. LITERATURE OF THE THEATRE: FILM AND DRAMA.

(4 cr)

Stage plays and films, both as art forms and as communication media. Students attend local film showings and theatre performances, view television dramas, and learn to write critical reports on what they see and read. (GrD)

1375. HUMANITIES IN MODERN LIVING I.

(4 cr)

Through multiple forms of art and literature—stories, poems, films—students explore complexity and meaning of human experiences in several areas of modern living (such as friendship, work, sports, community, nature, education, consumption) and gain insights into how people respond to those experiences. (GrD)

1376. HUMANITIES IN MODERN LIVING II.

(4 cr)

Students continue to use artistic and literary forms to examine significance of experiences in modern living in such areas as fantasy, sex, folk heroes, family life, mental health, aging, self-realization. (GrD)

1381. RADIO AND TELEVISION TODAY.

(3 cr)

Television as a medium of communication, how it fits modern culture, and how it affects community, children, family life, and political process. Examination of radio-TV industry including programming, advertising, and regulating agencies. Substantial reading and class discussion. (GrC)

1382. SCANDINAVIAN CULTURE.

(4 cr, \$1831-1832; offered if feasible)

Mythology, folklore, philosophy, literature, drama, film, art, architecture, handicrafts, and music of Scandinavian countries. Each student elects special projects based upon guided readings, visits to museums, or attendance at plays, films, concerts, festivals, and lectures in Twin Cities area. Students may also experiment with weaving, painting, ceramics, or other crafts. (GrD)

1383. LATIN AMERICAN ARTS AND CIVILIZATION.

(4 cr, \$1841-1842; offered if feasible)

Literature, music, architecture, and painting of Latin America. Short stories, poems, essays, music, works of art, and movies used to explore how Spanish and Indian artistic and social traditions have blended to form contemporary Latin American culture. (GrD)

1384. LIVING MYTHS OF GREECE AND ROME.

(3 cr)

Origins and nature of gods and goddesses of ancient Greece, popular myths of early Greeks, meaning and importance of myths in personal and community life during great ages of Greece and Rome, and continuing life of ancient mythology in language, arts, and thinking of Western world in our own day. (GrD)

1400. SPEECH AND THEATRE.

(Cr ar; offered at MacPhail only)

Private instruction in speech arts, including drama. Flexible instruction designed to meet needs of individuals. Training of the speaking voice, diction, speech-making and delivery, and interpretation of literature and playreading (GrA)

1401. IMPROVING STUDY SKILLS, READING COMPREHENSION, AND VOCABULARY.

(1-3 cr)

Budgeting time efficiently; previewing, reviewing, and studying textbooks; memorizing; taking notes; organizing material; and studying for tests. Identifying main ideas, retaining facts, and recognizing relationships of thoughts from their reading. Vocabulary building methods through use of basic word parts, words in context, and vocabulary of specific subject areas. Programmed and other self-help methods, with periodic tutorial conferences and tests to measure progress and achievement.

1402. VOCABULARY DEVELOPMENT.

(3 cr, \$old 1401)

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

1403. READING COMPREHENSION AND STUDY SKILLS.

(3 cr)

Skills work in concentration, memory, reading rate, comprehension, and evaluation and application of written information. Lab reading materials, computers, cassettes, videotapes, timed readings. Whole class, small group, and individualized instruction.

1404. VOCABULARY IN CONTEXT.

(3 cr)

Emphasis on studying and using general vocabulary in various contexts. Readings consist mainly of essays on the English language and fiction by standard American and English authors. Writing of original sentences and short narrative or expository paragraphs. Listening exercises using cassette tape provide examples of pronunciation and word usage in context.

Courses

1405. TECHNICAL READING: TABLES AND GRAPHS.

(1 or 2 cr)

Designed to prepare students to read technical science materials. Students learn to recognize and define primary roots, prefixes, and suffixes commonly used in scientific writing; understand procedures of applying scientific method of inquiry; identify organizational patterns; recognize and use vocabulary of graphs, charts, and tables; read graphs, charts, and tables used in science texts; and relate information in graphs, charts, and tables to concepts presented in accompanying text materials.

1406. FINDING INFORMATION IN WALTER AND WILSON LIBRARIES.

(2 cr; S/N only)

Introduction to the two main libraries at the University. Students develop research topics and find information using encyclopedias, the *Reader's Guide to Periodical Literature*, the *New York Times Index*, the *Minnesota Union List of Serials*, *Library of Congress Subject Headings*, and the college library card catalog in Walter.

1411. FUNDAMENTALS OF USAGE AND STYLE.

(3 cr)

Students practice principles of grammar, usage, and style by doing exercises and writing sentences and paragraphs.

1412. WRITING GRAMMATICAL SENTENCES AND DEVELOPING ORGANIZED PARAGRAPHS.

(1 or 2 cr)

Work on sentence problems to develop style that is grammatically correct and structurally flexible and complex. Work on paragraph problems and practice in various patterns for writing organized paragraphs.

1417. IMPROVING SPELLING AND PUNCTUATION.

(1 or 2 cr)

Program in spelling and punctuation adapted to needs of individual students. Diagnostic pretesting to determine specific problems of each student. Individualized exercises and programmed-learning sequences. Post-testing to measure each student's improvement.

1421. WRITING LABORATORY: PERSONAL WRITING.

(4 cr)

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

1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY.

(4 cr, §1423; prereq 1421)

Primarily through expository writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events and ideas, how they think and write about them. (GrE)

1426. INFORMATION STRATEGIES AND RESEARCH METHODS.

(2 cr, §3426)

Designed to prepare students to use libraries effectively. Focus on analyzing information needs, evaluating resources, and developing research strategies. Final project related to each student's field of interest. (GrA)

1433. BASIC MATHEMATICS: PROGRAMMED STUDY.

(1-10 cr [may be repeated for max 10 cr]; prereq GCPP math level A or B or C or 1431 or 1432 or 1434...# or Δ required to register for 4 or more cr in 1 qtr)

For students who have a limited background in arithmetic or elementary algebra and wish to study at their own pace. With aid of instructor, students select topics from among the following: whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, and radicals. Students may not receive credit in 1433 for equivalent work completed in other math courses.

1434. MATHEMATICS SKILLS REVIEW.

(4 cr, §1431, §1432; prereq GCPP math level B)

For students who have a limited background in arithmetic but can perform the basic operations of addition, subtraction, multiplication, and division of whole numbers. Topics include fractions, decimals, percents, signed numbers, the metric system of measurement, scientific notation, ratio and proportion, formulas, and simple graphs.

1435. ELEMENTARY ALGEBRA.

(5 cr; prereq GCPP math level C or 1432 or 1434)

For students who have a strong background in arithmetic. Topics include sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions, and radicals.

1442. FUNCTIONS AND PROBLEMS OF LOGIC.

(4 cr)

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

1445. INTERMEDIATE ALGEBRA.

(5 cr, §1443, §1444; prereq GCPP math level D or 1435)

For students who have a good background in elementary algebra. Topics include sets, real numbers, linear equalities, linear inequalities, polynomials, rational expressions, exponentials, roots, quadratic equations, first degree relations and functions, systems of equations, exponential function, and logarithmic function. (GrA)

1452. TRIGONOMETRY AND PROBLEM SOLVING.

(5 cr; prereq GCPP math level E or 1445)
 Fundamentals of trigonometry using algebraic skills for solutions of right and oblique triangles, identities, trigonometric equations, and graphing of trigonometric functions. (GrA)

1454. STATISTICS.

(5 cr; prereq GCPP math level D or elementary algebra)
 Introduction to modern statistics, emphasizing problem solving through statistical decision making. Topics include organization and presentation of data, summary statistics, sampling, probability, distributions, simple estimation correlation, and hypothesis testing. Emphasis on use of statistics in making decisions. (GrA)

1461. ORAL COMMUNICATION: BASIC PRINCIPLES.

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

1463. ORAL COMMUNICATION: DYNAMICS OF THE PUBLIC SPEECH.

(3 cr; prereq 1461; offered if feasible)
 In order to discover and develop individual platform style, students prepare speeches of information, argumentation, and persuasion and deliver them in class. Classroom audience provides critical response to both content and presentation of speeches. Students examine methods used by professional speakers and are encouraged to make appropriate use of these in their own speaking. (GrA)

1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION.

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

1465. ORAL COMMUNICATION: INTERPERSONAL COMMUNICATION.

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

1471. CREATIVITY: CREATIVE PROBLEM SOLVING—INNOVATION TECHNIQUES.

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

1474. CREATIVITY: CAMERA IN COMMUNICATION.

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

1481. CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA.

(3 cr [may be repeated for max 9 cr])
 Opportunity for creative experiences in number of art media. Laboratory planned and operated to meet individual needs and interests of students and to provide means to develop creative awareness and ability. Includes reading assignments, lectures, and gallery trips. (GrD)

1483. CREATIVITY: MUSIC LABORATORY—HOW TO READ AND WRITE MUSIC.

(3 cr [may be repeated for max 6 cr]; open to students with or without previous musical training)
 Students learn to read, write, and perform music notation. Includes note names, rhythmic and meter symbols, key signatures, and scales. Opportunity to compose also. (GrD)

1484. CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.

(4 cr [may be repeated for max 8 cr]; prereq 1421, recommendation of a previous writing lab instructor, #, Δ)
 Work on individual writing projects. After study of techniques of description and narration, participants write sketches, short stories, informal essays, poems, or dramatic scripts, as their interest directs them and as instructor permits. (GrE)

1485. CREATIVITY: PHOTOGRAPHY I.

(4 cr; offered through CEE only)
 Instruction in use of cameras, basic optics, film and paper emulsions, and similar topics. Darkroom work with basic techniques, film developing, and paper printing. *Students must have a camera, a 35mm camera is preferred but not required.* (GrD)

Courses

1485. CREATIVITY: PHOTOGRAPHY II.

(4 cr; prereq 1485 or #; offered through CEE only)
For students with previous experience in developing and printing. Discussion of photographic history, continued work with black and white processes, and introduction to some nonsilver media. Emphasis on exploration of students' own photographic sensibilities. *Students must have a camera; a 35mm camera is preferred but not required.* (GrD)

1502. CAREER PLANNING.

(2 cr)
Career workshop designed to assess a student's interests, abilities, needs, values, and personality through testing and subjective self-exploration. Use of occupational information provided through computerized system and other printed materials. For students who are undecided about their future career choice and those who need to confirm a tentative career choice. (GrC)

1503. JOB-SEEKING SKILLS AND PRACTICE.

(2 cr)
Résumés, application letters, job interviews. Techniques for finding the right job and selling one's qualifications to prospective employers. (GrC)

1504. SUCCESS IN A CAREER.

(2 cr)
Interpersonal skills for employment. How to get along better with supervisors, subordinates, colleagues, clients, and associates. Role playing, modeling, simulations, readings, and exercises. Concepts from transactional analysis and assertive behavior. (GrC)

1505. WORK AND LEISURE.

(2 cr)
Meanings of work, occupations, and leisure as they relate to individual and societal goals. Ideas from psychological, sociological, historical, and economic perspectives. (GrC)

1506. PIANO TUNING.

(Cr ar; offered at MacPhail only)
Highly specialized course in piano tuning and repair; certificate awarded after completion of course. Includes one season of tuning experience, and requires passing of test administered by panel of judges. Fee covers instruction, texts, and some equipment. Six hours of tuning practice outside class each term recommended.

1507. GUITAR REPAIR.

(Cr ar; offered at MacPhail only)
Basic skills for maintenance and repair of guitar—electric, acoustic, or classical. Students learn to do actual repair, including replacement and adjustment of truss rods, frets, nut, bridge, and touch-up work.

1511. INTRODUCTION TO MODERN BUSINESS.

(5 cr)
Intended for both business and general education students; overview of economic environment in which business operates. Topics include production, finance, personnel, and marketing. Useful introductory course for students planning further study in business fields; also recommended for those who want to survey field without studying it in detail. (GrC)

1513. PRINCIPLES OF SMALL BUSINESS OPERATIONS.

(5 cr)
Environment and management of small business, problems of initiating business, financial administrative control, marketing policies, and legal and governmental relationships. Designed specifically for those who plan to own or operate some form of small business in marketing-related area.

1515. ORIENTATION TO CO-OPERATIVE INTERNSHIPS.

(3 cr)
Weekly seminar. Students polish job skills, examine potential work sites, write career goals, and develop decision-making, problem-solving, and communication skills used in a business setting.

1517. CO-OPERATIVE BUSINESS INTERNSHIPS.

(4 cr)
For students who wish to explore work related to their area of study and gain first-hand knowledge of academic programs necessary for successful transition into careers. Emphasis on career selection and goal setting.

1530. FUNDAMENTALS OF FINANCIAL ADMINISTRATION.

(4 cr; prereq 1540, #, Δ; offered if feasible)
Introduction to decision making in financial management. Determination of financial needs, sources of financing, and evaluation of spending program. Budgeting, cash flows, trade credit, and cost-revenue analyses. (GrC)

1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS.

(5 cr)
Using only basic mathematical skills, students solve problems with percentages, simple interest and discount, compound interest, annuities, corporate securities, and depreciation. Through study of practical business situations, students develop calculation skills to assist them in dealing with various financial problems. (GrA)

1534. PRACTICAL LAW.

(5 cr)
Common legal problems. Topics include definition and sources of law, formation and discharge of contracts, torts (personal injury and property damage suits), criminal law, bailments, nature and classification of real and personal property, and joint ownership and tenancy. (GrC)

1536. INTRODUCTION TO COMMERCIAL ART.

(3 cr [may be repeated for max 9 cr]; prereq previous art experience or #)
Emphasis on design, lettering, graphic expression, and commercial processes fundamental to commercial art. (GrD)

1537. PROFESSIONAL SELLING.

(3 cr)
Sales as an occupation, qualifications needed for successful career in selling and sales management. Principles and techniques practiced by such means as role playing and sales demonstrations. Resource people, guest speakers, recordings, films, and discussions provide material for students to develop salesplanning portfolios. Concurrent employment in selling or sales-related occupation recommended but not required.

1540. ACCOUNTING FUNDAMENTALS I.

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

1542. ACCOUNTING FUNDAMENTALS II.

(4 cr; prereq 1540)
Continues first-year accounting sequence. Topics include handling of dividends, retained earnings and treasury stock, debt, investments, financial reporting, and sources and uses of working capital. Examination of financial statements. Introduction to accounting for manufacturing operation and cost analysis problems. (GrA)

1551. MARKETING: INTRODUCTION.

(4 cr)
Fundamentals of marketing activities and design of strategy. Target markets, segmentation analysis, marketing research, consumer behavior, marketing mix. Current marketing events.

1552. MARKETING: SALES PROMOTION.

(4 cr; prereq 1551 or #; offered through CEE only)
Design of total promotional strategy, with emphasis on advertising. Moral issues in advertising, advertising agencies, media selection, budget preparation, advertising campaigns.

1553. MARKETING: PRINCIPLES OF MANAGEMENT.

(5 cr; prereq 1551 or #)
Principles of management as explored through the classical, behavioral, and management school. Planning, organizing, directing, controlling, decision making, leadership, group dynamics.

1555. MARKETING AND GEOLOGY OF NATURAL RAW MATERIALS.

(2 cr; #1175)
For description, see 1175.

1556. MARKETING: FIELD EXPERIENCE, NEW YORK, N.Y.

(3 cr; #1557; offered winter qtr)
One-week trip to New York. Tours, personal interviews, conferences, organized activities in finance, credit, advertising, professional selling, public relations, marketing, management, retailing, manufacturing, international marketing, or government. Students register for 1556 winter quarter, take the trip during spring break, and then register for 1556 spring quarter. Contact Professor Shari Peterson or Mary K. Nelson.

1557. MARKETING: FIELD EXPERIENCE, NEW YORK, N.Y.

(3 cr; #1556; offered spring qtr)
For description, see 1556.

1571. INTRODUCTION TO BASIC AND TO MICROCOMPUTERS.

(5 cr)
Introduction to microcomputers and elementary programming using the computer language BASIC. Brief description of microcomputers, with emphasis on IBM PC and Apple Macintosh; elements of writing programs in BASIC; word processing packages (Wordstar on IBM, MacWrite on Macintosh); simple spreadsheet applications (Lotus 1-2-3 on IBM, Multiplan on Macintosh). Lab arranged.

1575. INTRODUCTION TO DATA PROCESSING.

(4 cr; prereq 1571 for spring 1986 and after)
Basic aspects of data processing. Useful to students interested in computer programming or data processing. Includes the history of data processing, current equipment, computer language and operating systems, computer-related number systems, applications in various disciplines, social and economic effects, and career opportunities. Students learn BASIC in order to understand current information processing concepts and procedures. Opportunity to use computer. (GrA)

1701. PSYCHOLOGY OF PERSONAL EFFECTIVENESS.

(4 cr)
To help students gain better understanding and acceptance of themselves and others, course emphasizes psychological concepts of personal and social adjustment. Students examine their own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs, and interests. (GrC)

1702. HIGHER EDUCATION SURVIVAL SEMINAR.

(2 cr; S-N only)
Academic coping skills (study behavior, test taking, time management, communication skills), career exploration. Personal issues that may interfere with student academic progress discussed. University and community resources.

1705. PSYCHOLOGY AND THE MANAGEMENT OF STRESS: THEORY AND APPLICATION.

(4 cr; prereq 1281 or #)
Impact of psychological stress on human system. Stress management techniques (relaxation, imagery, biofeedback) presented through holistic model emphasizing contributions of lifestyle behaviors (diet, exercise, time management). Mind-body interaction, psychosomatic illness, holistic health, and major stress theories. (GrC)

Courses

1721. MARRIAGE, FAMILY, AND PERSONAL FULFILLMENT.

(5 cr)

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

1722. HOME LIFE: PARENT-CHILD RELATIONSHIPS.

(4 cr)

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

1731. CONSUMER PROBLEMS AND PERSONAL FINANCE.

(5 cr)

The economic system from viewpoint of the family as a consumer unit. Emphasizes fundamentals of financial planning and personal economic decision making and application of these concepts to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit, and obtaining and evaluating consumer information. (GrC)

1733. CONTEMPORARY SEX ROLES.

(5 cr)

Examination of the sex roles of men and women. Social roles and related concepts of expectations, informal and formal roles, role modification, and role reversal. Goal of course is to overcome sexual stereotyping. Focus is on analyzing the openness and rigidity of sex roles in childhood socialization; education; mate selection; marital, parental, and homemaking roles; occupations; and social trends. (GrC)

1764. CREDITS AND COLLECTIONS.

(3 cr; offered through CEE only)

Nature and types of credit instruments and agencies; qualifications and work of credit manager; valuation and use of financial statements and credit reports; collection methods and correspondence; bankruptcy and adjustments; credit limit and control.

1791. COLLEGE COMMITTEE WORK.

(Cr ar; prereq Δ)

Credit may be granted for student's active participation in work of a committee. For each credit granted, student must spend 30 hours in meeting and preparation time.

1812. AMERICAN INDIAN LITERATURE.

(3 cr)

Fiction, poetry, essays, oratory by American Indians. Heritage, contributions, aspirations of traditional and contemporary American Indian cultures. Film, visual art, and music. (GrD)

1813. AMERICAN INDIAN PEOPLE IN CONTEMPORARY MINNESOTA.

(3 cr)

Status and prospects of American Indians in such areas as employment, education, health, housing, welfare, justice, and relations with state and federal government. Topics include leadership, economic resources, and quality of life in contemporary Sioux communities, on Chippewa reservations, and in urban Indian concentrations. (GrC)

1814. THE AMERICAN INDIAN IN AMERICAN LAW.

(3 cr)

Complex and extensive U.S. law relating to American Indians as reflection of attitudes of dominant society toward this minority group. Position of Indian people in contemporary American society. Not detailed study of aspects of legal system, but overview of developmental and historical line: from Spain's Law of the Indies, through French and British colonial legislation, to U.S. federal and state law, culminating in consideration of civil and personal rights of Indian citizens in the 1980s. (GrC)

1815. AFRO-AMERICAN EXPERIENCE.

(5 cr)

The role of black people in American life, examining complex, interacting forces that have led to racial crisis. Beginning with African backgrounds and transatlantic slave trade, instructor and students analyze main themes of Afro-American history. (GrC)

1816. AFRO-AMERICAN LITERATURE.

(4 cr)

Students read and evaluate poetry, drama, folklore, short stories, and an Afro-American novel; through literature, students assess artists' own perceptions and interpretations of outlook, feelings, and psychological makeup of blacks in America. (GrD)

1817. BLACKS IN CONTEMPORARY SOCIETY.

(5 cr)

Interdisciplinary study of problems of blacks in such areas as employment, education, welfare, and housing. Topics include quality of Afro-American life, group characteristics, organization, social interaction, and mechanisms of social adjustment. Students encouraged to examine topics in light of both their own values and what are commonly taken to be national American ideals. (GrC)

1831. AMERICAN INDIAN CHEMICAL DEPENDENCY.

(3 cr)

Concepts of chemical dependency and applications to American Indians. Unique aspects of chemical dependency among American Indians. (GrC)

1832. CONTEMPORARY ISSUES IN AMERICAN INDIAN EDUCATION.

(3 cr)

Historical development and contemporary movements, trends, and policies regarding the education of American Indians. Consideration of formal and informal aspects of education. (GrC)

1833. TOPICS IN AMERICAN INDIAN STUDIES.

(3 cr)
Seminar dealing with cultural, social, and political issues concerning American Indian communities. Group discussions and readings. (GrC)

1835. ASIAN-AMERICAN EXPERIENCE.

(4 cr)
Examines from an ethnic perspective the Asian experience in the United States from 1850 to the present. Analyzes some critical issues confronting Asian-Americans today from viewpoint of transnational linkages involving immigrant community, mother country, and host society. (GrC)

1836. ASIAN-AMERICAN LITERATURE.

(4 cr)
Examines the Asian experience in America, both historical and contemporary, through literary works produced by Asian-Americans. (GrD)

1837. ASIAN-AMERICAN WOMEN.

(4 cr)
History and current socioeconomic status of Asian-American women from their perspective. Analysis of books, autobiographies, articles, and literary works by and/or about Asian women in America from mid-19th century to present. (GrC)

1893. EDUCATIONAL PLANNING.

(1 cr; S-N only)
Programs and alternatives within and outside the University. Educational decision making.

1894. PLANNING A GENERAL COLLEGE BACCALAUREATE PROGRAM.

(1 cr; prereq 90 cr, C7 or 2.40 GPA, and #; S-N only)
Baccalaureate program guidelines. Students assisted in preparing personal statement and assembling course work in integrated proposal. Independent study, internships, and field experience discussed and planned. Degree requirements and necessary documentation of learning.

3001. GENERAL COLLEGE UNDERGRADUATE TEACHING INTERNSHIP.

(Cr ar [3 cr per qtr, 9 cr per yr max])
One-year (3-quarter) course designed to give undergraduate students experience in meeting various responsibilities they are likely to encounter when they become full-time faculty members. Experiences include interaction with small groups of students such as in laboratory or recitation sections; formal lecture in classes; tutoring or working individually with students who have encountered difficulties with course work; participation in faculty seminars and committees; responsibility for making and evaluating assignments by means of tests, papers, themes, or other techniques. Supervision by full-time faculty members.

3002. GENERAL COLLEGE UNDERGRADUATE COUNSELING INTERNSHIP.

(3 cr per qtr [9 cr max per yr]; prereq 45 cr, #, consent of Counseling and Student Development Division Head)
Experience as paraprofessionals in counseling. Individualized contract. Direct student contact, supervision, training, end-of-quarter project.

3114. PERSONAL ENVIRONMENTAL HEALTH.

(5 cr; prereq 1132)
Health as a product of harmony between the individual and environment: biological, physical, social, and ideological. Content selected from following topics: personal health—interaction of mind and body, progress in medicine; environmental health—impact of new types of pollution, environment and personality, occupational health and industrial medicine, community health organizations and consumer costs, health in college community. (GrB)

3115. EVOLUTION OF LIFE ON EARTH.

(5 cr; prereq 1132)
History of life on earth from the first organic molecules to humankind and human culture. Evidence for evolution. Processes that lead some groups of organisms to extinction and others to survival or further speciation. (GrB)

3132. CARDIOVASCULAR ANATOMY AND PHYSIOLOGY.

(5 cr; prereq 1132 or equiv)
Human circulatory system, specifically parts, locations, structures, physiological function, and common pathological conditions. (GrB)

3134. NATURE AND ITS IMPACT ON THE MIND.

(4 cr; S/N only)
Field trips to natural areas and museums in University vicinity. Aspects of nature common to arts of various societies; models of nature in art and science; patterns, regularity, symmetry; effects of scale; structures large and small; colors; sounds. Visual and literary interpretation or simple scientific experiments. Treatment of nature in selected literature. (GrB)

3173. GEOLOGY OF THE NATIONAL PARKS.

(5 cr, §1173)
For description, see 1173. Term paper and in-class seminar on student-selected topic required. (GrB)

3181. MODERN PHYSICAL SCIENCES: ENERGY SOURCES AND CONVERSIONS.

(4 cr; prereq one college course in physics or chemistry)
Principles of chemistry and physics applied to energy conversion, solar energy, types of engines, heaters and other devices, and chemical and nuclear fuels and their different sources. (GrB)

3211. STATUTORY DEFINITIONS OF LAW: MINNESOTA CRIMINAL CODE.

(4 cr)
Discusses and defines State of Minnesota Criminal Code through examination of individual statutes and, time permitting, Uniform Crime Reports of U.S. Justice Department (which gives common general definition of crime, crime volume, rates, trends, and nature of events in criminal justice). Overview of nationwide police personnel data. (GrC)

Courses

3212. CRIMINAL PROCEDURE.

(4 cr)

Fundamentals of criminal investigation. Method of tracing individuals through criminal justice system regarding crime violations. Common legal problems concerning rights of individuals from First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the Constitution. (GrC)

3213. POLICE IN THE COMMUNITY.

(4 cr)

Perspectives of police in social, historical, and comparative settings. Police role and career, police discretion, police and the legal system, and future of law enforcement. (GrC)

3217. COMMUNITY SERVICE INTERNSHIP.

(6-12 cr; prereq #)

Students acquire career-related experience in human services, urban affairs, or government working as interns/staff members in a local agency. Structure, functions, funding, politics, and goals of agency examined in weekly small-group seminars. Short written assignments, readings, and a journal help students blend fieldwork with academic materials. Required for Aging, Human Services, and Family Studies. (GrC)

3232. THE GROWTH OF AMERICAN INDUSTRIAL TECHNOLOGY.

(5 cr, §1232)

Interdisciplinary examination of selected inventions, associated technologies, impact on American life. Relationship of technology to historical, economic, cultural, and scientific developments in nation and world. (GrC)

3235. POVERTY LAW.

(5 cr; prereq 1235 or #, Δ...1212 recommended)

Causes of poverty and problems that poor people encounter. Students learn how to function as advocates for themselves or others who receive public assistance (AFDC families, senior citizens, minorities, and the employed poor). Housing problems, domestic relations, health care, and legal system in relation to their impact on the poor. (GrC)

3236. MINNESOTA CORRECTIONS: PENAL ALTERNATIVES.

(5 cr)

Penal system in Minnesota at adult level. Historical development and contemporary significance of U.S. penitentiaries and jails. Prison alternatives: diversion, probation, victim compensation, parole, half-way houses, other community-based programs. Field experience. (GrC)

3238. PUBLIC PROGRAMS IN AGING: NATIONAL, STATE, LOCAL.

(4 cr; offered through CEE only)

Overview of government programs at local, state, and national levels. Guest speakers from government agencies describe their programs. Discussion of the Older Americans Act, Social Security, Medicare, Medicaid, long-term care, and advocacy. (GrC)

3243. HISTORICAL BIOGRAPHY: WORLD WAR II AND COLD WAR PERSONALITIES.

(4 cr, §1243)

For description, see 1243. (GrC)

3251. GREAT CITIES OF EUROPE.

(5 cr)

History of Rome, Madrid, Paris, London, Berlin, and Moscow, and unique contributions of each. Instruction primarily by lecture; each student reports on one special topic. (GrC)

3276. MULTICULTURAL RELATIONS.

(5 cr)

Immigration/migration experiences of Asians, Blacks, "old" and "new" European immigrants, Hispanics, Indians, and some less prominent groups in building new lives in the United States. Intercultural, interethnic, and interracial relationships explored from cultural pluralist perspective, not that of dominant culture. (GrC)

3282. PSYCHOLOGY APPLIED TO SOCIAL PROBLEMS.

(4 cr; prereq 1281 or equiv, 3rd-qtr jr)

Social-psychological analysis of social problems facing society today, such as drug use, crime, violence, and prejudice, and how they might be understood and solved through applications of psychological research findings and methods. (GrC)

3285. ANTHROPOLOGY OF THE CITY.

(5 cr)

Anthropologist's way of looking at urbanization as a process, and the city as a community made up of a variety of cultures. Ecological perspective as it relates to the whole of interaction among various cultures. Field study allows students to apply theories to personal examination of one of the many cultures that make up the city in the 1980s. (GrC)

3286. TOPICAL SEMINAR IN PSYCHOLOGY.

(4 cr; prereq 1281, #, Δ)

Twofold emphasis: principles of instructional psychology applied to college learning, including guided tutoring experience; selected issues in contemporary behavioral science, including oral seminar presentations and documented written reports. (GrC)

3292. URBAN DECISION MAKING IN THE TWIN CITIES.

(5 cr)

Major issues, problems, and government institutions of Twin Cities metropolitan area. How and why decisions are made within broader context of physical environment and political process. Topics may include population trends, housing, transportation, urban renewal, land use, and government finance. (GrC)

3294. SOCIAL AND POLITICAL IMPACT OF ECONOMIC POLICY.

(4 cr; prereq introductory economics course)

Relationship of social sciences to business and professions. Impact of economic policies on personal life, business activity, and social programs. Modified seminar format. (GrC)

3311. ART: GENERAL ARTS.

(4 cr, §1311)

For description, see 1311. (GrD)

3335. MUSIC OF THE 20TH CENTURY.

(4 cr, §1335; prereq one music course or #)

How music today differs from what it was at start of century. Main lines of development of 20th-century music explored through study of selected representative compositions by its most influential composers. Additional experiences to enhance understanding of current experiments and trends in avant-garde movements. (GrD)

3342. MORAL ISSUES IN BUSINESS.

(4 cr)

Relationship of personal moral attitudes (egoism, hedonism) and general ethical systems (formalism, utilitarianism) to common practices in business. Issues involving conflict of interest, truth in advertising, preferential hiring, and concern for environment examined in context of concept of corporate social responsibility. (GrC)

3344. MORAL ISSUES IN MEDICAL AND HEALTH PROFESSIONS.

(4 cr)

By grappling with specific personal and social problems concerning morality and health services (e.g., availability of and right to health care, problems of treatment, right to die), students learn to understand and evaluate nature and implications of moral issues that arise in making choices and determining rights in those areas. (GrC)

3345. MORALITY AND THE LAW.

(4 cr)

By examining such issues as the morality that makes law possible, concept of law, theories of law, and problems of distributive and retributive justice, students gain objective understanding of nature and limits of relationship and interdependence of legality and morality. (GrC)

3352. PHILOSOPHY THROUGH LITERATURE.

(4 cr, §1861-1862)

Philosophical concepts expressed in such literary forms as the novel, short story, poetry, drama, and essay. Texts assigned exemplify, directly or by implication, such broad philosophical issues as individualism and responsibility, free will and determinism, knowledge and values, and status of artist in society. Designed to make students aware of how philosophical abstractions relate to individual human life as reflected in works of literature. (GrD)

3354. PHILOSOPHY, SCIENCE, AND RELIGION.

(4 cr, §1354; offered if feasible)

Philosophical inquiry into conflict between modern science and religion. Provides a layperson's orientation to historical and philosophical development of conflict, to status of conflict today, and to scientific and religious attitudes and emotions. By analysis of logical and psychological consequences of religious and scientific world views and through discussion of areas of possible reconciliation, students gain objective understanding of various dimensions of the conflict. Students need not have had any previous course work in science. (GrC, D)

3361. WORLD LITERATURE: PERSONAL EXPERIENCE.

(5 cr, §1361)

Literature of ancient and modern Oriental and Western world; short stories, plays, poems, novels, essays illustrating themes of universal concern such as personal relationships and values. (GrD)

3362. WORLD LITERATURE: SOCIAL EXPERIENCE.

(5 cr, §1362)

As in 3361, readings illustrate universal themes, but in 3362 emphasis is on the individual's social experiences and role as social critic and as citizen. (GrD)

3374. FILM AND SOCIETY.

(4 cr; 1374 recommended)

Ways in which film and society affect each other, social issues raised in films, public attitudes toward film, effect of film on attitudes and behaviors, and how film medium provides illumination and insight into areas of society it portrays, such as urban living, minority stereotyping, ethical decisions, aging, marriage and family, politics, sexual mores. (GrD)

3376. HUMANITIES: THE EXPERIENCE OF AGING.

(4 cr)

Using stories, plays, poetry, essays, and narrative films, students examine unique characteristics of and individual responses to aging. Stereotypes, various roles older persons assume, communication between old and young, problems in family relationships, and crises at critical life stages. Students encouraged to analyze attitudes toward their own aging and relationships with older persons. (GrD)

3377. MURDER, MYSTERY, AND MAYHEM: WHODUNIT?

(4 cr; offered every other yr)

Themes of death by violence and detection and punishment of murderer, concentrating on origins and development of murder mystery and detective story. Readings in Poe, Collins, Conan Doyle, Chesterton, Hammet, Chandler, Sayers, Christie, Simenon, and others. Implications of the genre, reasons for its appeal, detective as hero, role of violence in society, moral issues and dilemmas, changing trends and attitudes. (GrD)

3423. WRITING THE RESEARCH OR SURVEY REPORT.

(4 cr, §1424; prereq 1421...1422 recommended)

Writing informal and formal survey or research reports; discovering information resources; developing multimedia techniques for securing, tabulating, and interpreting data; and organizing, illustrating, writing, and presenting final reports. Designed especially for students working toward baccalaureate degrees or preparing senior reports. Close and frequent liaison among student, supervisor or adviser in field of concentration, and professor teaching course. (GrE)

3426. INFORMATION STRATEGIES AND RESEARCH METHODS.

(2 cr)

For description, see 1426. (GrA)

Courses

3454. UNDERSTANDING QUANTITATIVE RESEARCH METHODS.

(4 cr; prereq elementary statistics)

Relationships between two variables that can be deduced from data (e.g., quality control in manufacturing; market research in business, politics, or education; laboratory research in psychology or medicine; or some other method in another discipline). Formulating measurable questions, designing reliable and valid instruments, sampling appropriate populations, presenting data, and interpreting results. Students design, conduct, and report on an investigation dealing with a topic of their own interest. (GrA)

3461. MALE/FEMALE COMMUNICATION.

(4 cr; prereq #, Δ)

In open and cheerful atmosphere, students study interpersonal communication between women and men. Topics include language, body movement, use of space, sexuality, power, changing roles, stereotypes, evaluating relationships, and public issues. Learning experiences make use of film, role playing, lecture, discussion, guests, and simulation. (GrA)

3462. PUBLIC SPEAKING FOR BUSINESS AND THE PROFESSIONS.

(4 cr; prereq 1461 or equiv; offered if feasible)

Principles of speech design, composition, and delivery for those whose work or avocations require skill in public speaking. Frequent and varied speaking assignments with emphasis upon identification and refinement of a personal style. (GrA)

3464. COMMUNICATION IN ORGANIZATIONS.

(4 cr; prereq 1461 or 1465, 5 cr in psychology)

For managers, supervisors, and others who directly control quality of life of persons in organizations; focuses on processes and problems involved in working and communicating with people in organizational settings and on knowledge, attitudes, and skills that underlie effective behavior in organizational relationships. (GrA)

3465. COMMUNICATION FOR HEALTH WORKERS.

(4 cr; 1465 recommended)

Special communication needs that arise from stressful conditions often associated with health care. How to talk and relate to people in pain or discomfort; to those facing certainty or uncertainty of prolonged and serious illness; to the disabled, aged, dying; and to patients' relatives. (GrA)

3471. CREATIVITY: ADVANCED SKILL DEVELOPMENT.

(4 cr; prereq 1471)

Explorations with fantasy designed to teach advanced problem defining and idea collecting techniques. Exercises with sounds, visual images, and creative dramatics help students develop personal awareness and imaginative skills. Guest speakers and readings examine creativity in the arts, sciences, and business. Each student prepares a research project to examine creativity in an area of special interest. (GrA)

3472. CREATIVE SPEECH ACTIVITIES.

(4 cr; prereq 1461 or 1465 and #, Δ; offered if feasible)

Exploration of oral communication concepts in greater depth than in introductory courses. Students determine the particular area of speech study and attendant creative speech activities. These might include, for example, writing and performing radio scripts, composing and delivering speeches for church groups, writing and performing ethnic dramatic television skits, or gathering evidence and debating issues before community groups. (GrA)

3484. WRITING FOR PUBLICATION.

(4 cr; prereq 1421, #, Δ...1422 or 1484 recommended; offered through CEE only)

Students develop projects of professional quality for such printed media as trade and professional journals, in-house publications, community newspapers, or magazines for a particular audience. Under instructor's guidance, students discuss each other's work with a view toward improving and possibly marketing manuscripts. (GrE)

3514. RESEARCH FOR STARTING A SMALL BUSINESS.

(5 cr; prereq 1513, 1540, 1551 and #, Δ)

For students interested in starting a small business. Investigates business opportunities, but students are expected to have specific business in mind. Emphasis on marketing strategy, financial analyses and projections, defining product service offerings, and promotion.

3517. ADVANCED CO-OPERATIVE BUSINESS INTERNSHIP.

(4 cr)

For baccalaureate students in above entry-level positions relevant to their chosen career and baccalaureate degree who have some supervisory responsibilities. Emphasis on career advancement and job satisfaction.

3531. WRITING FOR BUSINESS AND THE PROFESSIONS.

(4 cr; prereq 1421...1422 or 1425 or 1531 recommended)

Students write letters, informal and formal reports, recommendations, proposals, summaries, memos—i.e., forms of writing used in business; in health, education, and welfare; and in legal professions. Content adapted to vocational needs of students enrolled. Form, clarity, economy of expression, and suitable tone stressed. *Typed final drafts required.* (GrE)

3533. FUNCTIONAL COMMUNICATION.

(5 cr; prereq 1421 and either 1422 or 1461)

How to communicate more effectively in business and professions through knowledge of letter and memo writing, researching and producing written or oral reports, preparing graphic aids, and operating basic electronic media to enhance performance in meetings and speeches. (GrE)

3556. MARKETING: FIELD EXPERIENCE, NEW YORK, N.Y.

(3 cr; prereq ¶3557; offered winter qtr)
Tours, interviews, and other activities related to finance, credit, advertising, sales and marketing, manufacturing, government, international business. Five pre-trip seminars winter quarter, tour spring break, five post-trip seminars spring quarter.

3557. MARKETING FIELD EXPERIENCE: NEW YORK, N.Y.

(3 cr; prereq ¶3556; offered spring qtr)
See 3556.

3560. PERSONNEL ADMINISTRATION.

(4 cr)
For both generalists and business students in certificate and baccalaureate programs—paralegal administrators, small business entrepreneurs, and other future business employers. Covers employee selection, development, evaluation, and compensation. Provides opportunity for students to pursue new job and career openings and suggests ways to function more effectively as employers. (GrA)

3571. COMPUTER APPROACH: PROBLEM SOLVING.

(4 cr; prereq elementary algebra, knowledge of elementary BASIC or 1535 or 1571)
Experience in using computer as problem-solving tool. Students write and run programs using computer language (BASIC) and become familiar with some routines available in library of computer. Emphasis on how computer may be used to help solve problems in business, mathematics, and science. Topics include elements of BASIC language, system commands, file manipulation, simulation, linear programming, matrices, and functions of one variable. Provides good background for further programming courses. (GrA)

3602. APPLIED SUPERVISION.

(4 cr; prereq 45 cr, 1511, one course in psychology and sociology or #)
Practical approaches to supervision principles and problems in small- and medium-size businesses. Through case problems, role playing in simulated business situations, and decision-making exercises, students learn relationship between authority and responsibility as well as delegation process; manager or group decisionmaking methods; techniques of communication process between management and employees; practical knowledge of concept of job enrichment; and characteristics of the high-productivity manager. (GrA)

3605. INTERVIEWING.

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

3612. MENTAL HEALTH: PRINCIPLES AND PRACTICES.

(4 cr)
Mental health as a social problem; changing needs and concepts of mental health; classification of mental and emotional disorders; childrearing climates related to mental health and onset of personality problems; research findings on relative effectiveness of punitive and positive reinforcement techniques; treatment practices in medical forms of therapy, psychotherapy, and behavior therapy; and emerging paraprofessional practices in handling problem clients. (GrC)

3614. PSYCHOLOGY OF CRISIS INTERVENTION.

(4 cr; prereq #, Δ)
Designed to prepare students to deal with crises in lives of their clients. Topics include crisis theory, specific crises (e.g., death, bereavement, suicide), and helping skills. Assignments include a paper and a videotaped interview with a coached client. (GrC)

3616. CREATIVITY: CRAFTS.

(4 cr)
For students planning to use craftwork as therapeutic device in their professions. The broad families of craft materials and basic techniques for working them. Fosters development of creative and artistic attitudes toward materials, techniques, and products, and promotes development of flexible approaches to problems of equipment, facilities, and budget. Important concern is to make students aware of themselves in process of creating craftwork. (GrD)

3624. HUMAN SERVICES WORKER—CHANGE AGENCY.

(5 cr; prereq #, Δ)
Key change-agent functional roles—advocate, broker, outreach worker, and community organizer. Organization development and ways to effect change.

3642. SEMINAR: SMALL-GROUP FACILITATION.

(4 cr; prereq #, Δ)
Significant elements of small-group development and improvement of skills in small-group situations. (GrC)

3643. SEMINAR: INDIVIDUAL HELPING SKILLS.

(4 cr; prereq 3605 or #)
Designed to prepare students to deal with difficult clients by building on helping skills. Miniatures, viewing of model tapes, role playing, and other experiential exercises. Grades based largely on performance. (GrC)

3644. HUMAN SERVICES: COUNSELING AND WORK WITH COMMUNITY RESOURCES.

(4 cr; prereq #)
Designed to help students develop skill in counseling clients regarding community resources. Human services for mental health and mental retardation available in Twin Cities area and how services may interrelate. Human services generalist concept and how generalist fits into human services field. Activities include small-group interaction, videotape practice, interviewing, and assembly of agency resource book. (GrC)

Courses

3720. VIOLENCE IN THE FAMILY.

(5 cr)

Form and amount of family violence. Spouse, child, sexual, and aging parent abuse. Factors causing and inhibiting family violence, ways to reduce abuse. (GrC)

3721. THE FAMILY AND SOCIETY.

(4 cr)

Social and cultural analysis of the family; emphasis on study of family research and theory. Family as social institution made up of individuals and in continual interaction with other social institutions. (GrC)

3722. PRINCIPLES OF MARRIAGE AND FAMILY INTERVENTIONS.

(4 cr)

Designed to help students understand process, goals, and history of marriage and family interventions. Designed not to train therapists, but to give students an understanding of the field. Both classroom and experiential learning. (GrC)

3725. INDIVIDUAL SEXUALITY AND SOCIETY.

(4 cr)

Three independently varying components of human sexuality and development: sexual anatomy, physiology, and reproduction; sex-role learning behavior; and sexual preferences and behavior. Focuses on what is known about sexuality rather than feelings about it, and on individual's role as both actor and reactor. (GrC)

3726. DYNAMICS OF FAMILY INTERACTION.

(4 cr)

Relationships found within family unit. Emphasis on relationship between individual and family behavior. Structural characteristics of relationships, neurotic interactions, family conflict and problem solving, interaction in times of crisis, and interaction in exceptional cases. (GrC)

3732. CONSUMER TRANSACTIONS AND THE LAW.

(4 cr; prereq 1534...1731 recommended)

Relationship between consumer marketplace and law, focusing on preventive law for consumer seller/buyer before, during, and after transactions. Stress on legal self-sufficiency as cost-saving, effective consumer technique. Topics include introduction to consumer law, deceptive practices and legal regulation of marketing techniques, extending credit, usury regulation, product warranty issues, security agreement regulation, debtor default and creditor collection remedies, buyer/seller remedies for contractual nonperformance, product liability for defective goods, and debt counseling and bankruptcy concerns. (GrC)

3761. CONSUMER/BUYER BEHAVIOR.

(4 cr; prereq 75 cr, 1551 or #)

Consumer behavior, relation to buying-decision process. Who the consumer is, environment in which he or she operates, internal and external influences. Perception, attitudes, learning, motivation, personality. (GrC)

3764. CREDITS AND COLLECTIONS MANAGEMENT.

(4 cr; prereq 1551; offered through CEE only)

Credits and collections issues relating to sales and business administration. Relevant current legislation, data processing systems, impact of economy, and controlling credit.

Toward a Good Life: The Ideal (not offered 1985-86)

3823. TOWARD A GOOD LIFE: HUMANITIES.

(3 cr; prereq ¶3824, ¶3825) (GrD)

3824. TOWARD A GOOD LIFE: SOCIAL SCIENCE.

(3 cr; prereq ¶3823, ¶3825) (GrC)

3825. TOWARD A GOOD LIFE: NATURAL SCIENCE.

(3 cr; prereq ¶3823, ¶3824) (GrB)

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

Toward a Good Life: The Possible (not offered 1985-86)

3826. TOWARD A GOOD LIFE: HUMANITIES.

(3 cr; prereq ¶3827, ¶3828) (GrD)

3827. TOWARD A GOOD LIFE: SOCIAL SCIENCE.

(3 cr; prereq ¶3826, ¶3828) (GrC)

3828. TOWARD A GOOD LIFE: NATURAL SCIENCE.

(3 cr; prereq ¶3826, ¶3827) (GrB)

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

Conflict and Personal Change

3831. CONFLICT AND PERSONAL CHANGE: HUMANITIES.

(3 cr; prereq ¶3832, ¶3833) (GrD)

3832. CONFLICT AND PERSONAL CHANGE: SOCIAL SCIENCE.

(3 cr; prereq ¶3831, ¶3833) (GrC)

3833. CONFLICT AND PERSONAL CHANGE: NATURAL SCIENCE.

(3 cr; prereq #3831, #3832) (GrB)

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

Conflict and Social Change

3834. CONFLICT AND SOCIAL CHANGE: HUMANITIES.

(3 cr; prereq #3835, #3836) (GrD)

3835. CONFLICT AND SOCIAL CHANGE: SOCIAL SCIENCE.

(3 cr; prereq #3834, #3836) (GrC)

3836. CONFLICT AND SOCIAL CHANGE: NATURAL SCIENCE.

(3 cr; prereq #3834, #3835) (GrB)

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

3841. MINNESOTA RESOURCES.

(5 cr)

Quality of life in Minnesota observed within context of the "American dream" and the "good life." Minnesota's resources—its people, physical environment, and economic activities. Films, slides, and audiotapes provide immediate experience with present-day Minnesota. (GrB, C)

3845. MINNESOTA BIOGRAPHY.

(4 cr, §1225; not offered 1985-86)

Impact of men and women of Minnesota in 19th and 20th centuries on development of state, Upper Midwest, and nation. Areas such as politics, business, culture, and foreign policy examined through lives of such figures as Ramsey, Hill, Ireland, Kellogg, Stassen, the Donnellys, the Lindberghs, Humphrey, and others. (GrC)

Energy and the Environment

3921. ENERGY AND THE ENVIRONMENT: HUMANITIES.

(3 cr; prereq #3922, #3923) (GrD)

3922. ENERGY AND THE ENVIRONMENT: SOCIAL SCIENCE.

(3 cr; prereq #3921, #3923) (GrC)

3923. ENERGY AND ENVIRONMENT: NATURAL SCIENCE.

(3 cr; prereq #3921, #3922) (GrB)

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

Coordinated Studies List

Developmental Skills

Development of reading, writing, and study skills is offered in combination with general/liberal studies.

1401—Improving Study Skills, Reading Comprehension, and Vocabulary

1402—Vocabulary Development

1403—Reading, Comprehension, and Study Skills

1404—Vocabulary in Context

1405—Technical Reading: Tables and Graphs

1406—Finding Information in Walter and Wilson Libraries

1411—Fundamentals of Usage and Style

1412—Writing Grammatical Sentences and Developing Organized Paragraphs

1417—Improving Spelling and Punctuation

Cultural Studies

Cultural studies are offered in combination with general/liberal studies through the Personalized Education Program (PEP), described on page 13.

1274—Introduction to Chicano Studies: The Beginnings

1275—The Chicano Experience

Courses

- 1276—Introduction to Chicano Studies:
The Chicano in Contemporary
Society
- 1277—Contemporary Chicano Issues
- 1812—American Indian Literature
- 1813—American Indian People in Con-
temporary Minnesota
- 1814—The American Indian in American
Law
- 1815—Afro-American Studies
- 1816—Afro-American Literature
- 1817—Blacks in Contemporary Society
- 1831—American Indian Chemical
Dependency
- 1832—Contemporary Issues in American
Indian Education
- 1833—Topics in American Indian Studies
- 1835—Asian-American Experience
- 1836—Asian-American Literature
- 1837—Asian-American Women
- 3276—Multicultural Relations

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Administration and Faculty

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Mary Haywood

University Day Community Program

Director

Michael R. Rothweiler

Program Coordinator/SLBP

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Treatment Coordinator

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Social Worker

Janis M. Johnson

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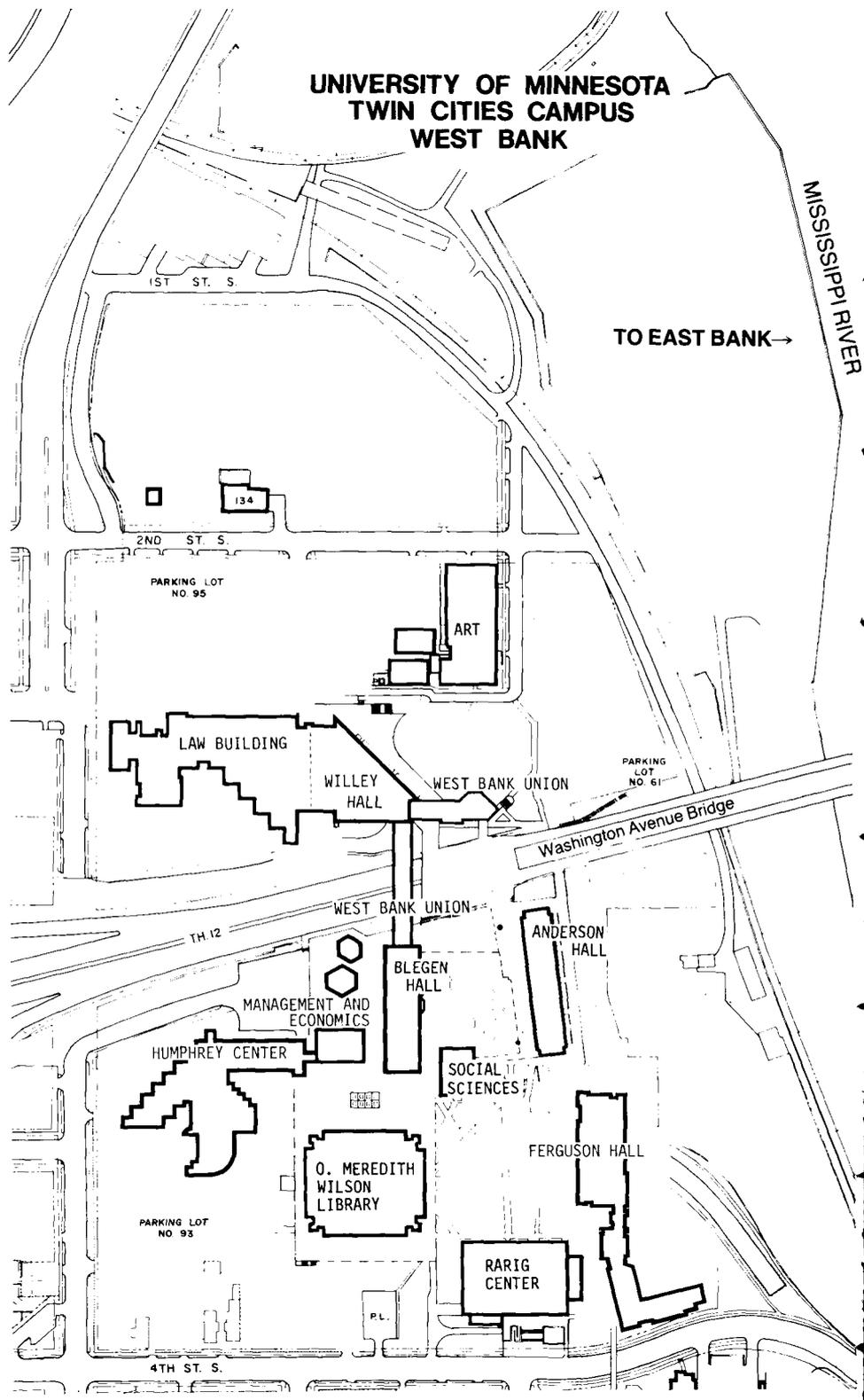
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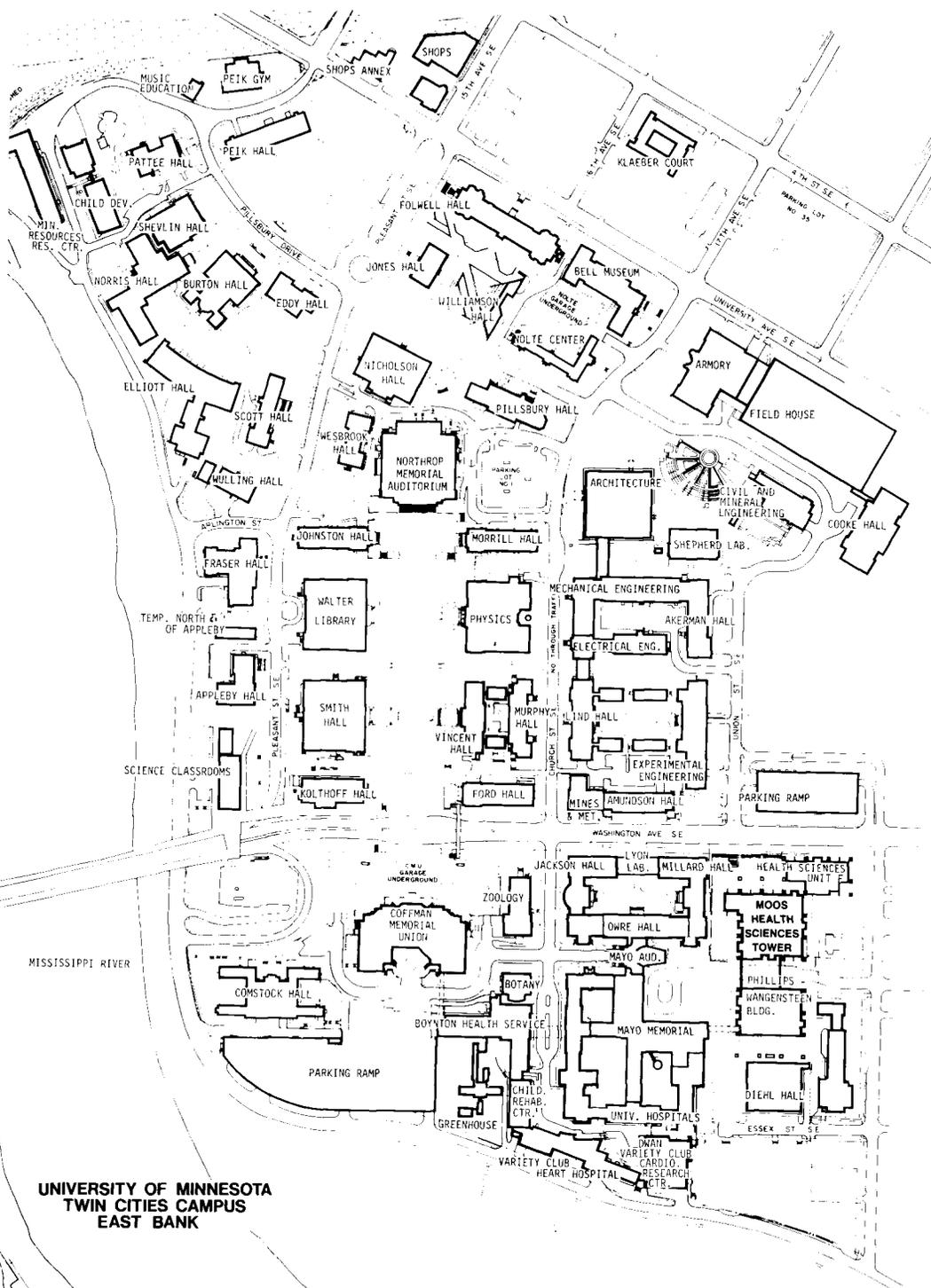
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