

General College
University of Minnesota Bulletin
1987-89



General College

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General Information

Resources

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

The *General College Student Handbook and Planning Guide*, particularly helpful in educational planning, may be obtained during orientation or from your adviser or the General College Registration Center, 20 Nicholson Hall.

Adviser—You will be assigned an 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, veteran status, or sexual orientation. 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, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, University of Minnesota, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547); 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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General College Directory

Office of the Dean

106 Nicholson Hall 625-6663

Learning Centers and Opportunities

Math Learning and Assessment Center

125 Folwell Hall

Reading & Writing Center

1 Nicholson Hall

Special Services (TRIO)

30 Nicholson Hall 625-0772

University Day Community

2722 University Ave. S.E. 627-4107

Upward Bound

2722 University Ave. S.E. 627-4107

Secondary/Postsecondary

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Transition Project

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Cover Photo: Nicholson Hall, present home of the General College.

Bulletin photos by Bruce Challgren.

Welcome

Dear General College Student:

College bulletins, including this one, try to collect the essential information that students need and to capture, through words, a picture of the college, its offerings, and its spirit. In writing this bulletin, we have also tried to picture you, our students, and to imagine what kind and quality of education you will seek as you prepare for living and your careers and life's work in the 21st century. Our hope, of course, is that you will make the most of the rich opportunities available to you as students in the General College and in this wonderfully diverse University and its metropolitan setting. Being informed about what is available is the first step toward taking advantage of opportunities. What you will find on the pages that follow will, like an expert guide, lead you on your journey to an educational experience here that is productive and fulfilling.

The entire community of the General College—its faculty, professional advisers and counselors, and administrative and civil service staff—join us in welcoming

you and wishing you success in your studies, self-discovery, and the joys of learning that await you.

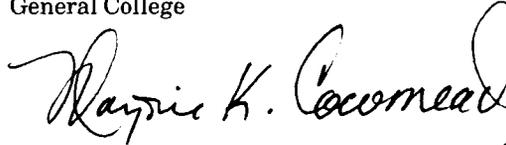
Cordially,



Evelyn Unes Hansen
Acting Dean
General College



Sandra M. D. Flake
Acting Associate Dean
General College



Marjorie K. Cowmeadow
Assistant Dean
Student Services and Development



Programs and Services



Programs and Services

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

For over 50 years, the College evolved to meet the changing needs of a range of students seeking access to higher education through the University of Minnesota. In the 1940s and 1950s, returning veterans after World War II and the Korean War dominated the student population. In the late 1950s and early 1960s, a new emphasis on science, mathematics, and engineering across the nation provided a new group of students. In the 1960s and 1970s, the University and the General College turned its attention to minority students, bypassed populations, and adult and lifelong learners.

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

Under its new mission, the college faculty and staff will concentrate their full attention and research on the preparation of students for baccalaureate study in schools and colleges throughout the University. As the University focuses on improving undergraduate education, increases preparation standards, unifies baccalaureate degree requirements, and expands graduate education opportunities, the General College will provide a strong connection to the University community for students seeking to develop their academic potential.

The Mission of the General College

The mission of the General College of the University of Minnesota is to develop, through teaching, research, and service, the potential for baccalaureate education in students who are serious about fulfilling their previously undeveloped or unrecognized academic promise. The General College selects for admission those students who can best benefit from their early integration into the total University community, who can demonstrate that they have the motivation and determination to achieve, and who are willing to direct their energy to a rigorous baccalaureate education at the University of Minnesota.

Successful General College students are committed to achieving their academic potential. Students who are admitted to the college, within a relatively short time, must:

- complete all entrance requirements of the colleges from which they intend to seek a baccalaureate degree;
- develop the academic skills necessary to be successful in a University baccalaureate degree program;
- provide evidence, through academic performance, of their ability to succeed in University programs.

Through the General College Center for Research and Evaluation, the faculty and staff of the college conduct and publish research on the teaching and learning of postsecondary students. Acting upon its mission, the General College serves as a laboratory for research and the development of postsecondary instructional methodologies in:

- teaching and learning in a variety of instructional settings and modes;
- exposing students to an interdisciplinary approach to learning;
- preparing students for disciplinary study;
- integrating academic skills and career exploration into students' educational programs;
- designing and developing curricula that foster students' success in baccalaureate programs.

In cooperation with other colleges and units and the Graduate School of the University of Minnesota, the General College provides training for undergraduate, graduate, and postgraduate students who are interested in exploring postsecondary teaching and the delivery of student services. The General College offers a range of opportunities:

- advising, teaching, and tutoring;
- pedagogical study and experimentation through seminar courses and internships for undergraduate, graduate, and postgraduate students;
- educational research.

The General College, in concert with the entire University of Minnesota community, serves students and educators who are committed to developing, evaluating, and sharing curriculum, programs, and research that will enhance the undergraduate experience for all students pursuing baccalaureate education.

Philosophy of Education

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

The college faculty and staff are committed to fostering the integration of knowledge in a community that recognizes the need for lifelong learning. Here, students at diverse stages of academic de-

velopment pursue and realize their educational potential. They have available the vast academic, professional, and social resources of a major metropolitan university while, at the same time, the General College is their first academic home, providing them with an exciting, challenging, and stimulating milieu for exploration and discovery of ideas and for application of learning to their lives. The General College strives to be a community of men and women, students and teachers, who believe that education is both ennobling and constructive, and that it leads to a richer, more fulfilling life.

General College Degrees and Certificates

In January 1986, the regents of the University of Minnesota approved the discontinuance of the General College's individualized baccalaureate degrees and the associate in arts degree, and the phasing out or transfer of certificate programs. In accordance with that decision, the final General College degrees will be awarded at the end of Summer Session II, 1991. Thus, the following degrees may be available to students, depending upon when they were admitted to the General College.

Associate in Arts—Students may be admitted to the General College associate in arts (A.A.) degree program at any time that will permit them to complete all program requirements by the end of Summer Session II, 1991. Students entering the college directly following high school should be admitted no later than fall quarter 1989 if they expect to complete the A. A. degree. Students with previous college credits who are applying for admission to the General College might be admitted to the A. A. program as late as fall quarter 1990, depending upon the number of credits they earned prior to admission to GC.

The associate in arts program enables each student, with the aid of an adviser, to plan a program that will provide the skills, knowledge, desire, and confidence

Programs and Services

to continue learning, prepare for a career, and develop a broad liberal education base for lifelong learning.

Bachelor of General Studies—Only those students who were admitted to either the General College day school or the General College joint CEE/day program as of fall 1985 will be eligible to apply for admission to the bachelor of general studies (B.G.S.) degree program. In the course of their studies, students seeking entry to the degree program must meet the requirements for admission, which include maintaining a 2.40 GPA (C7 NPA) and completing 90 credits, and acceptance for registration in GC 1894, Planning a General College Bachelor of General Studies Program. Upon successful completion of GC 1894, students will be eligible to apply for admission to the bachelor of general studies degree program through Summer Session II, 1988. Those admitted to the program must complete all degree requirements by the end of Summer Session II, 1991.

The degree program is designed to provide students with a meaningful general education, enabling them to learn how social sciences, natural sciences, communication, and humanities can contribute to their lives and broaden their perspectives. In designing their programs for this degree, students select a core group of diversified courses and experiences oriented to a defined problem or structured around a thematic base of their choice.

Bachelor of Applied Studies—Students are no longer being accepted for admission into this program. Those already admitted must complete all their degree requirements by the end of Summer Session II, 1991.

Certificate Programs—Career development programs and Cooperative Studies arrangements are being phased out in General College and transferred to other parts of the University. Many of the career education opportunities that have been available in these programs are available in community colleges and area

vocational technical institutes. The Advising Center, 7 Nicholson Hall, can provide further information about the status of any of the programs.

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

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

Interested students should consult Student Services, 10 Nicholson Hall.

Continuing Education and Extension (CEE)—General College offers a number of its courses annually through several departments in Continuing Education and Extension. Such courses are offered both on campus and off campus in several high schools and community settings through the Department of Extension Classes, Continuing Education for Women, and Neighborhood Programs. Complete information about General College Extension courses is available in the current *Extension Classes Bulletin*.

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; the Advising Center, 7 Nicholson Hall; the HELP Center, 50 Nicholson Hall; or the Career and Personal Development Center, 10 Nicholson Hall (612/625-3339).

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 objectives *not already available to them in established courses of the curriculum*. Study plans and projects should be aimed appropriately at the student's level of ability and attainment, and should be within the legitimate province of 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 in, 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.

Programs and Services

Individually designed and arranged in-ternal 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.

The Undergraduate Research Opportunities Program (UROP) of the University offers financial awards to undergraduate students for research, scholarly, or creative projects undertaken in partnership with a faculty member. The program provides students with the unique educational experience of collaborating with a faculty member on designing and implementing a project.

All full-time undergraduate students of the University are eligible to apply for UROP funding. Applications are judged on the quality of the proposed project and the educational benefit to the student, and awards are granted to the strongest proposals. For application guidelines and further information, contact the General

College UROP Coordinator, Office of Research and Evaluation, 3 Nicholson Hall (612/625-2076).

Interdisciplinary and cross-disciplinary coordinated studies courses recognize "the seamless web of learning." Usually designed around a particular theme, coordinated studies 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, Toward a Good Life: The Ideal, and Toward a Good Life: The Possible. Students must register for all parts of the coordinated studies course and for the total number of credits being offered.

Coordinated studies programs for first-year students, including the Personalized Education Program (PEP), the Commanding English Program (PEP 4), and Preparation for Transfer Programs, are educational opportunities offered for groups of students beginning their college study.

The *Personalized Education Program* is an academic and support services package of coursework, advising, and tutoring 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 American (including refugee) students.

Commanding English (PEP 4) is a three-quarter sequence designed for students whose primary language is not standard American English. Students take courses in this comprehensive language arts sequence to improve their academic performance through better reading, writing, and oral communication skills and to achieve greater fluency, satisfaction, and enjoyment in using English.

Preparation for Transfer Programs are selected courses, grouped together and offered at convenient hours, which are designed to prepare first-year students for transfer to other University of Minnesota degree programs. They include academic skills coursework in reading, writing, and mathematics, as well as courses that meet all-University Council on Liberal Education requirements. Students enrolling in a Preparation for Transfer Program agree to take all of the courses in the program for the quarter.

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, learning 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 Learning and Assessment Center* offers diagnostic testing and individually prescribed programmed instruction as well as structured study of arithmetic, elementary algebra, and intermediate algebra. The Center also provides assistance to walk-ins who need help with mathematics or science.

Two laboratories, in 109 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 & Writing 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 reading, writing, or study skills problems in their coursework, 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 center during their free time any weekday.

In addition, the Reading & Writing Center provides students with several options for improving their reading, writing, and study skills, through individual study coursework. All courses require that students work in the center, with tutorial assistance, for a minimum of three hours each week. The courses, some of which are also available in an instructor-guided classroom format, include GC 1041, Developing College Reading (3 cr); GC 1043, Effective College Study Skills (3 cr); GC 1045, Developing College Writing (3 cr); and GC 1053, Introduction to Research in University of Minnesota Libraries (3 cr).

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. To become a member of the Student Board, apply at 105 Nicholson Hall.

Special Services (TRIO) is designed to serve General College students who want to improve their academic skills with the goal of obtaining an A.A. degree or transferring to an upper division baccalaureate program. The goal of Special Services is to help students succeed during their crucial early quarters at the University so that they will be more likely to graduate. The multi-dimensional program provides students with a full range of services: intensive counseling, tutoring, academic planning, and career exploration and planning. Special Services is funded jointly by the General College and the U.S. Department of Education.

To receive TRIO services, a student must meet *at least one* of the following eligibility requirements, as determined by the federal government: the student must be a first-generation college student (neither parent having a four-year degree), must be economically disadvantaged, or must be physically handicapped or learning disabled. For more information, contact Special Services (TRIO), 30 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-0772).

University Day Community is a comprehensive adolescent day treatment program 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 the 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 Avenue S.E., Minneapolis, MN (612/627-4107).

Upward Bound is a college preparatory program for low-income, underachieving high school students who have the poten-

tial 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 Avenue S.E., Minneapolis, MN (612/627-4107).

University of Minnesota Secondary/ Postsecondary Transition Project for Learning Disabled Youth helps 40 learning disabled (LD) high school juniors chosen from Minneapolis public high schools explore the postsecondary and vocational options available in the Twin Cities area. The project will help LD students examine more closely their individual strengths, weaknesses, needs for accommodations, and personal goals as they mature towards adulthood.

The project, funded by a grant from the U.S. Department of Education, has two major components. The first involves the cooperation of targeted service providers, including Learning Disability Associates (LDA) Reading and Math Clinic, Minneapolis Community College, Minneapolis Technical Institute, and the General College of the University of Minnesota. The second component brings together on-site transition counselors and LD adolescents who work cooperatively as the students complete their junior and senior years and move on to their chosen postsecondary setting.

For more information, contact Transition Project for Learning Disabled Youth,

251 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-8384).

Student Services

Student Services personnel in the General College assist students in accomplishing their educational goals. The major responsibility of General College Student Services is to provide students with the advising and counseling they need to succeed at the University. In addition, Student Services performs a variety of essential functions in the General College, including admissions, student orientation, placement assessment and testing, registration, and academic progress review. General College Student Services offices are open Mondays from 8:00 a.m. to 6:00 p.m. and Tuesday through Friday from 8:00 a.m. to 4:30 p.m.

The activities of the Student Services offices are summarized below. For assistance in these or related areas, contact the office that most closely matches your needs.

Advising—7 Nicholson Hall (612/625-3339)

Focus: Educational Planning and Transfer Issues

Academic Advising Services

- GC degrees and certificates
- Transfer to colleges within and outside the University
- Transfer to area vocational technical institutes
- Reviewing a major or core of studies
- Program planning, course selections
- Liberal Education requirements planning and completion

Career and Personal Development—10 Nicholson Hall (612/625-3339)

Focus: Career Planning and Interpersonal Issues

Assistance with:

- Learning about yourself
- Career and educational goals
- Career assessment, testing, evaluation
- Deciding about a career
- Learning about decision making and on-going career development
- Increasing motivation
- Managing stress
- Solving personal problems and dealing with interpersonal issues

HELP—50 Nicholson Hall (612/625-9009)

Focus: Programming for Specific Student Populations (PEP, OMSSA, day care agreements, community contracts, active advising for non-traditional and high-risk students)

Services

- Academic, financial, career information
- Program and class planning
- Tutorial assistance and referral
- Advocacy within the University and the community
- Resources and contacts for community services and financial aid
- Educational support groups—women's issues, parenting, relationships, college survival
- Informal area in which to meet, plan, study, and develop peer groups.

Academic Progress, 39 Nicholson Hall (612/625-8531)

Focus: Academic progress issues in the General College

Assistance with:

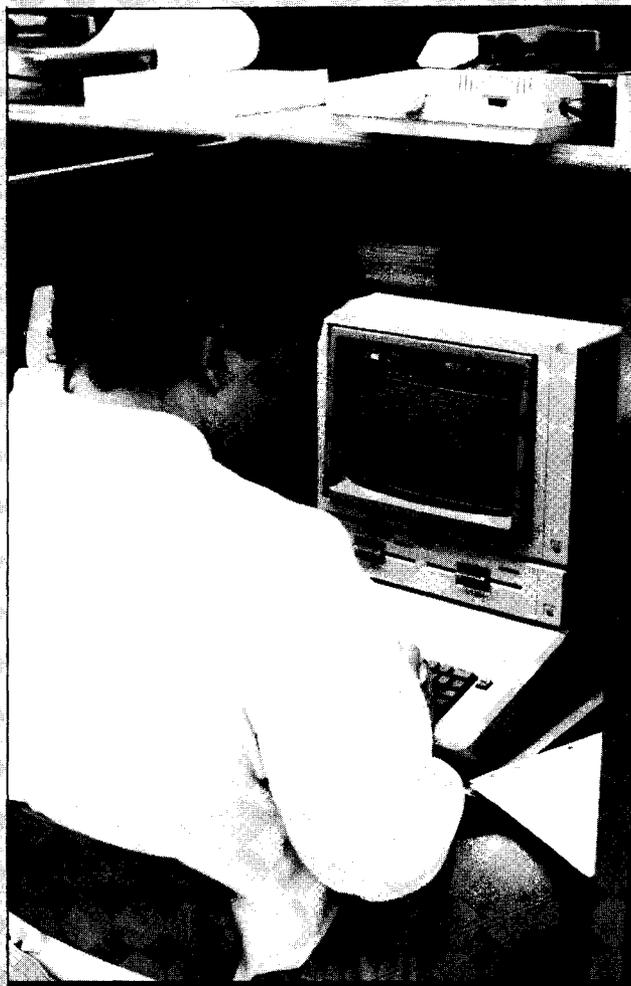
- Academic probation rules and regulations
- Dean's List requirements
- Excessive credits problems and policies

Programs and Services

- Readmission policies and procedures following suspension from the college.

Whenever you seek assistance in the Academic Progress Center, please bring with you a current transcript or letters verifying grade changes.

Requirements



Requirements

Requirements for the associate in arts (A.A.) degree are determined by the General College faculty and approved by the regents of the University. *Requirements for this degree 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 the program, consult Student Services, 10 Nicholson Hall (612/625-3339) or your adviser.

A.A. Program

An associate in arts degree gives students the basic tools, general knowledge, desire, and confidence to continue learning, prepare for a career, and behave responsibly in society. Students admitted to the General College who plan to complete an A.A. degree must fulfill 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 and Change) 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* from a variety of experiences: internships (community service, co-op education, teaching, or counseling); career/personal/educational exploration and development courses; specialty courses in postsecondary certificate programs; 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 appropriate background (and if, in the case of mathematics, your General College Entrance Assessment 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 C7 (2.40) 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.

Transfer to Other Colleges

You probably 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 GC Advising Center. Final decisions on transfer requests and transferability of courses are made by the col-

lege or institution to which you are applying and not by the General College.

Whatever your educational goal, early planning is essential. 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—Students generally transfer to other colleges of the University after completing three to six 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 (2.40 GPA) in General College coursework, 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

A.A. Requirements

<i>Total</i>	90 credits minimum
<i>U of M residency</i>	45 credits minimum
<i>General College</i>	30 credits minimum
<i>A-F 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

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 colleges 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 your assigned GC adviser to discuss specific requirements. Information about transfer to other colleges of the University can be obtained from the Advising Center, 7 Nicholson Hall. To actually begin the transfer process, make an appointment for an interview with a General College counselor in the Career and Personal Development Center, 10 Nicholson Hall, 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 Student Services 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;
- earned a minimum numeric point average of C7 (2.40 GPA) in GC courses and a minimum GPA 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 (2.00 GPA), you must earn a minimum average of 2.50 in *four* or more CLA courses.

If your GC average is B8 (2.80 GPA) 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. Grades of F are included in your grade point average. *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 (612/624-4110). 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 coursework 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 coursework to total 80 credits by the time of admission;
- completed the following management "tool" courses on an A-F 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 or MSci 1020, Elementary Managerial Statistics; Math 1131, Finite Mathematics; and Math 1142 or 1211, Calculus;

- earned a minimum grade point average of 2.80 in all transferable credits. Grades in the tool courses (listed above) must average 2.50 for the regular 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 Undergraduate Programs Office, 290 HHH Center, (612/624-3313).

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 (2.40 GPA) average is required, with a C7 in two General College writing courses (GC 1421-1422) 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 Avenue S.E. (612/625-1550).

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; 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 and non-resident students, who are admitted in fall quarter only, must submit applications by April 1. Advisers are available by appointment in the IT Admissions Office, 105 Lind Hall (612/624-0324).

School of Nursing—General College Students applying for transfer to the School of Nursing are evaluated on the following guidelines:

- 45 credits of completed liberal arts coursework, including pre-nursing requirements in composition (GC 1421-1422), chemistry (Chem 1001-1002 or 1004-1005), biology (GC 1131), sociology (GC 1211 or 1212), cultural anthropology (GC 1285), and psychology (GC 1281);

- 2.50 GPA (slightly above a C7 NPA) in all required pre-nursing courses and the most recent liberal arts courses to total 45 credits. (No grades below C7 will be accepted.);

- ACT Test Scores: Contact the School of Nursing Admission Office (612/624-3108) 5-160f Health Sciences Unit F, for a referral to University Counseling Services, 101 Eddy Hall, to take the test.

Students planning to transfer to Nursing may see a pre-nursing adviser in 30 Johnston Hall (612/624-9006) for more information. Deadlines for admission for *fall* quarter: *March 1*, receipt of application to University of Minnesota Admissions Office, 240 Williamson Hall; *April 15*, receipt of ACT test scores in School of Nursing Admissions Office, 5-160f Health Sciences Unit F; and *June 30*, receipt of evidence in the School of Nursing Admissions Office that all entrance course requirements have been met.

College of Agriculture (Ag)—General College students' applications for transfer to the College of Agriculture will be evaluated on the basis of the following criteria:

- minimum cumulative GPA of 2.00 (NPA of C6);

- mathematics background including elementary algebra (GC 0621), plane geometry and intermediate algebra (GC 0631);

Requirements

• entrance requirements of the major you wish to enter (see *College of Agriculture Bulletin*).

You may seek exceptions to the above requirements if you can provide information indicating promise of academic success. For more information or to talk with an adviser, contact Prospective Student Services (612/624-3045), 272 Coffey Hall, St. Paul campus.

College of Forestry—General College students applying for transfer to the College of Forestry should have:

• completed a minimum of 36 credits at the time of application to the College of Forestry;

• earned a minimum NPA of C7 (GPA, 2.40) in GC courses;

• enrolled in a program of coursework emphasizing mathematics, writing and communications, and natural science;

• met standards significantly higher than those stated above if they have several N's or I's on their 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 Forestry. Note: Grades of F are included in calculating your grade point average.

Advisers are available in the College of Forestry Office of Student Services, 10 Green Hall (612/624-6768), St. Paul campus.

College of Home Economics—Guidelines for transfer to the College of Home Economics include the following requirements:

• completion of 39 transferable credits;

• 2.00 GPA (or C6 NPA);

• completion of Intermediate Algebra (GC 0631) with a grade of C6 (2.00).

Advisers are available by appointment in the College of Home Economics, 32 McNeal Hall, (612/624-1717), on the St. Paul campus and in 30 Johnston Hall (call 612/624-1717 for days and hours) on the East Bank campus. When you meet with an adviser from the College of Home Econom-

ics, please bring a current copy of your transcript with you.

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.

GC Courses Classified by CLE Distribution Group

Courses in this listing generally transfer to one or more colleges within the University of Minnesota. For specific transfer of credit information, consult the detailed transfer guidelines available in the *General College Student Handbook and Planning Guide* and in the Advising Center, 7 Nicholson Hall (612/625-3339).

Group A—Communication, Language, Symbolic Systems

1452, 1454, 1456, 1461, 1463, 1464, 1465, 1471, 1533, 1540, 1542, 1571, 1575, 3454, 3464, 3560, 3571, 3605

Group B—The Physical and Biological Sciences

1111, 1112, 1131, 1132, 1133, 1136, 1137, 1161, 1162, 1163, 1166, 1167, 1171, 1172, 1173, 3114, 3115, 3132, 3134, 3825, 3828, 3833, 3836, 3841

Group C—The Individual and Society

1078, 1211, 1212, 1217, 1221, 1225, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1241, 1274, 1275, 1276, 1281, 1282, 1283, 1284, 1285, 1287, 1291, 1292, 1293, 1294, 1295, 1296, 1351, 1355, 1357, 1511, 1534, 1701, 1705, 1721, 1722, 1731, 1733, 1813, 1814, 1815, 1817, 1835, 1837, 1851, 3003, 3217, 3232, 3235, 3238, 3282, 3285, 3292, 3342, 3345, 3354, 3612, 3721, 3726, 3732, 3761, 3824, 3827, 3832, 3835, 3841

Group D—Literary and Artistic Expression

1311, 1312, 1313, 1331, 1333, 1357, 1361, 1365, 1366, 1367, 1371, 1374, 1375, 1384, 1474, 1481, 1482, 1483, 1485, 1486, 1812, 1816, 1822, 1836, 3311, 3335, 3352, 3354, 3361, 3374, 3376, 3377, 3823, 3826, 3831, 3834

Group E—Writing

1421, 1422, 1424, 3423, 3425

Application

If you are interested in applying for admission to the General College but want more information, call Student Services, 10 Nicholson Hall (612/625-3339), and ask to visit the college and meet with an 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" as an admissions choice on the application. Forms are available from the Admissions Office, 240 Williamson Hall, University of Minnesota, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008). A \$20 nonrefundable application fee, payable to the University, must accompany your application.

Over the next few years, General College will begin phasing in admissions application deadlines comparable to other freshman-admitting colleges of the University.

For the 1987-88 academic year, the General College began accepting applications for fall admission on November 15, 1986. Applications for admission are considered in the order received. *Absolutely final deadlines* for receiving applications are *July 15* for fall quarter 1987 admission, *November 15* for winter quarter 1988 admission, and *February 15* for spring quarter 1988 admission.

For the 1988-89 academic year, the General College will again begin accept-

ing applications for fall admission on November 15, 1987, but the *absolutely final deadline* for receiving applications for admission will be much earlier, *date to be announced*.

In the future, the General College anticipates moving to a process of admitting students in *fall quarter only*. It is possible that *fall only* admissions may begin as early as 1988-89 or that winter and spring admissions might be very limited. Call 612/625-3339 for specific application deadlines and current information on admissions processes and procedures.

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 coursework 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 (612/625-2500).

A.A. Program—*High school graduates* with no college experience may be admitted to the associate in arts program. *Non-high school graduates* who have received a high school equivalency certificate (GED) may be admitted to the associate in arts program. *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.

Bachelor of General Studies (B.G.S.) Program—The General College B.G.S. program 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 considered for admission, you must:

Requirements

- have been admitted to the General College for fall quarter 1985 or earlier;
- 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 by the end of second Summer Session, 1991;
- demonstrate satisfactory achievement in coursework related to your projected degree program; and
- complete GC 1894, Planning a General College Bachelor of General Studies Program.

Criteria for evaluating applications are published in the guide, *Planning Your BGS Degree*.

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 65 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.

Transfer of Credit

College Credit—All credits earned at institutions accredited by one of the regional accrediting associations will be entered on the student's Record of Advanced Standing. Submit transcripts of all study you have completed at accredited colleges and universities for evaluation by the Office of Admissions, 240 Williamson Hall (612/625-2008).

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 and Planning Guide* or Student Services, 10 Nicholson Hall (612/625-3339).

Noncollege Training—Some students who enroll in the General College have already completed some postsecondary training in public or private community colleges or vocational-technical institutions and may be awarded credit for it toward a General College degree. 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 General College Student Services, 10 Nicholson Hall (612/625-3339) 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 instruc-

tor 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.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 General College Student Services, 10 Nicholson Hall (612/625-3339) 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 Entrance Assessment 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 *General College Student Handbook and Planning Guide* 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 Entrance Assessment 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. Non-native English speaking 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 (612/624-1665). 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. 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

Requirements

an appointment time for registration. An 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 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 an 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 *General College Student Handbook and Planning Guide*, and various brochures in 7 and 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.

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.

Adviser—You must see your adviser at least once each quarter for advance plan-

ning in preparation for registration, to complete the planning of your General College education, and to 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 advisers are posted outside 20 Nicholson Hall and listed in the University telephone directory.

Peer Advising—Peer advising is best described as students advising students. Each year, Student Services 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. Returning students may now take advantage of early registration during spring quarter for the following fall quarter.

Your Responsibility—After your 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*, which 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.

5 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, 5 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 5 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 advisers 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 5 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 (2.40 GPA), you may register for a combination program in which you supplement your general education program with 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.

Requirements

Credits earned in courses offered by other colleges apply toward the total required for General College degrees. A combination program is essential if you hope to transfer, as it provides you and the college you wish 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 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 **F** (failing), 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.

Canceling 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, F (failing), 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.

Canceling Retroactively—In a very limited number of circumstances, 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*. Instructors may refuse permission for retroactive cancellation. 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 Student Services, 10 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-3339). *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.

Requirements

Grading Systems—The grading systems used in the General College are the S-N (satisfactory-no credit) system and the A-F (A-B-C-D-F) 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-F 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-F 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, the numeric value they carry, and their grade point equivalents are as follows:

A11 = 4.00	C 6 = 2.00
A10 = 3.60	C 5 = 1.60
B 9 = 3.20	D 4 = 1.20
B 8 = 2.80	D 3 = 0.80
C 7 = 2.40	F = 0.00

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 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 its 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:

F—Failing, indicating that you registered on the A-F grade base and 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.

I—Incomplete given when, because of special circumstances, you have made prior arrangements with an instructor to complete the work of a course within one quarter and the instructor believes earning credit is possible. If the instructor believes that the work cannot be made up, an F or N is assigned. 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 you registered on the S-N grade base and 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).

X—Continuation in a sequence course in which a grade is not determined until the sequence is completed.

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	Letter/numeric grade	Numeric Points
5	X A 11 =	55
3	X B 8 =	24
4	X C 7 =	28
12		107 ÷ 12 cr = 8.90 NPA

F, N, and Grade Average—F's are included in the computation of grade averages throughout the University. 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. Grades of F will definitely work to your disadvantage in maintaining satisfactory progress and pursuing completion of a degree. Grades of N will also work to your disadvantage in maintaining satisfactory academic progress and may affect your acceptance into a degree program.

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 (612/625-5333).

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 be-

Requirements

cause 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 or transfer to another college are reviewed at the end of each quarter by General College academic progress staff. In this way, students who are making good progress and those who are hav-

ing 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—Students in the General College must maintain a minimum grade average of C6 (2.00 GPA) each quarter and successfully complete, with grades of A, B, C, D, or S, at least 65% of the credits for which they are registered at the end of the quarter. Grades of F, N, and I are counted as unsatisfactory. Official withdrawals (W), grades of X or V, and grades from Continuing Education and Extension are not reviewed.

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 average of B8 (2.80) 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—Students who do not meet satisfactory progress standards will be placed on academic probation, which results in an academic hold being placed on their records. An academic hold bars students from registering until they agree to a contract for their next quarter's academic progress. Students should work with their advisers and the academic progress advisers of Student Services to improve their academic performance.

Suspension—Students who continue to make unsatisfactory academic progress while on probation are suspended 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 a four-year baccalaureate program are placed on an excessive credit hold, which bars them from further registration in the General College. As students approach 65 credits, they are strongly encouraged to enroll in GC 1087, Educational Planning, to assist them in selecting an appropriate degree program in the University. As they approach 90 credits, they must discuss with their adviser or an adviser or counselor in Student Services their 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, academic awards, honors received, 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

Registration, Student Records, and Scheduling, 150 Williamson Hall (612/625-5333).

Reactivation—Students who have been admitted to the baccalaureate program and who discontinue their studies will be considered inactive after an absence of one year; their records will be recalled from their adviser and placed on inactive status. 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. Baccalaureate students must complete all degree requirements *no later than the end of second Summer Session 1991*.

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 department 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

Requirements

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.

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 (612/625-6663).

Courses



Courses

Subject Area List

Art

- 1311—Art: General Arts
- 1312, 1313—Art: Art Today, I, II
- 1474—Creativity: Camera in Communication
- 1481—Creativity: Art Laboratory—Experiences in the Media
- 1482—Introduction to Commercial Art
- 1485—Creativity: Photography I
- 1486—Creativity: Photography II
- 3311—Art: General Arts

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
- 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
- 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
- 3532—Consumer Transactions and the Law
- 3560—Personnel Administration
- 3571—Computer Approach: Problem Solving
- 3602—Applied Supervision
- 3761—Consumer/Buyer Behavior
- 3764—Credits and Collections Management

Communication

- 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
- 3374—Film and Society
- 3464—Communication in Organizations

Cultural Studies

Cultural studies are offered in combination with general/liberal studies through the Personalized Education Program (PEP), described on page 10.

- 1274—Introduction to Chicano Studies: The Beginnings
- 1275—Introduction to Chicano Studies: Mexico and the United States
- 1276—Introduction to Chicano Studies: The Chicano in Contemporary Society
- 1812—American Indian Literature
- 1813—American Indian People in Contemporary Minnesota
- 1814—The American Indian in American Law
- 1815—Afro-American Studies
- 1816—Afro-American Literature
- 1817—Blacks in Contemporary Society
- 1835—Asian-American Experience
- 1836—Asian-American Literature
- 1837—Asian-American Women
- 1851—Multicultural Relations

Family Studies

- 1721—Marriage, Family, and Personal Fulfillment

- 1722—Home Life: Parent-Child Relationships
 1731—Consumer Problems and Personal Finance
 1733—Contemporary Sex Roles
 3721—The Family and Society
 3726—Dynamics of Family Interaction

Humanities

- 1375—Humanities in Modern Living
 1384—Living Myths of Greece and Rome
 3376—Humanities: The Experience of Aging

Literature

- 1361—Literature: World Literature
 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
 3377—Murder, Mystery, and Mayhem: Whodunit?

Mathematics-Computer Studies

- 0611—Mathematics Skills Review
 0621—Elementary Algebra
 0625—Algebra Review
 0631—Intermediate Algebra
 0641—Basic Mathematics I
 0643—Basic Mathematics: Programmed Study
 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

- 1331—Music: Instrumental Music and Its Traditions

- 1333—Music: Vocal Music and Its Traditions
 1483—Creativity: Music Laboratory—How to Read and Write Music
 3335—Music of the 20th Century

Philosophy

- 1351—Philosophy: Functions and Problems
 1355—Philosophy: Problems of Ethics
 1357—Philosophy: World Religious Beliefs
 1456—Functions and Problems of Logic
 3342—Moral Issues in Business
 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
 3134—Nature and Its Impact on the Mind

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
 3003—Seminar in Tutoring and Learning in Psychology
 3282—Psychology Applied to Social Problems
 3605—Interviewing

Courses

Reading and Writing

- 0401—Reading Comprehension
- 0402—Vocabulary Development
- 1041—Developing College Reading
- 1045—Developing College Writing
- 1051—Introduction to College Reading and Writing
- 1053—Introduction to Research in University of Minnesota Libraries
- 1421—Writing Laboratory: Personal Writing
- 1422—Writing Laboratory: Communicating in Society
- 1424—Writing Laboratory: Creative Writing
- 1426—Information Strategies and Research Methods
- 3423—Writing the Research or Survey Report
- 3425—Writing for Business and the Professions

Social Sciences

- 1211—People and Problems
- 1212—Urban Problems
- 1217—Human Services and Community Resources
- 1221—Minnesota: History
- 1225—Minnesota Biography
- 1230—United States: Recent History
- 1231—United States: Growth of National Power
- 1232—United States: Impact of Technology
- 1233—United States: Government and Politics
- 1234—Growing Old Together: Aging in the 20th Century
- 1235—United States: Law in Society
- 1236—United States: The Crime Problem
- 1237—United States: Juvenile Delinquency
- 1241—Historical Biography
- 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
- 1851—Multicultural Relations
- 3217—Community Service Internship
- 3232—The Impact of American Industrial Technology
- 3235—Poverty Law
- 3238—Public Programs in Aging: National, State, Local
- 3285—Anthropology of the City
- 3292—Urban Decision Making in the Twin Cities
- 3612—Mental Health: Principles and Practices
- 3841—Minnesota Resources

Study Skills, Career Exploration, and Personal Development

- 1043—Effective College Study Skills
- 1076—Career Planning
- 1077—Success in a Career
- 1078—Work and Leisure
- 1086—Higher Education Survival Seminar
- 1087—Educational Planning
- 1471—Creativity: Creative Problem Solving
- 1894—Planning a General College Bachelor of General Studies Program
- 3001—General College Undergraduate Teaching Internship
- 3002—General College Undergraduate Counseling Internship
- 3003—Seminar in Tutoring and Learning in Psychology

Descriptions

Number

- 0000-0999 Noncredit courses: pre-college skills exploration and development, fee charged (see *Class Schedule*)
- 1000-1099 College-level skills exploration and development courses
- 1100-1998 Introductory courses
- 3000-3998 Intermediate courses, open to students who *have completed* at least 45 credits with a C7 (2.40) 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 unit offering the course, is required for registration.

□ Registration Override Permit, completed and signed by the college offering the course, 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 in meeting General College degree requirements. 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.

0401. READING COMPREHENSION. (No cr, §1401; prereq RC score 0-20)

Instructor-guided, self-paced. For students who must improve reading skills to succeed in college coursework. Individualized reading improvement plan, intensive work on improving concentration, reading comprehension, and reading vocabulary. Whole class, small group, and individualized instruction.

0402. VOCABULARY DEVELOPMENT. (No cr, §1402; prereq Commanding English 1 enrollment) Instructor-guided. Combines in-class discussion, small-group work, individual projects. Students develop substantial, workable vocabulary through studying American English idiom, dictionary, word parts, meaning in context. Written and oral class-work.

0611. MATHEMATICS SKILLS REVIEW. (No cr, §0641, §0643, §1434; prereq GC math level B)

For students who can perform the four basic operations with whole numbers. Fractions, decimals, percents, signed numbers, Metric system of measurement, scientific notation, ratio and proportion, formulas, simple graphs. Word problems emphasized.

0621. ELEMENTARY ALGEBRA. (No cr, §1435; prereq GC math level C or 0611 or 1434)

For students with strong arithmetic background. Sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions, radicals.

0625. ALGEBRA REVIEW. (No cr, §1445; prereq GC math level D or 0621 or 1435)

For students needing additional preparation in algebra before Intermediate Algebra. Sets, real numbers, linear equalities, linear inequalities, absolute values, polynomials, rational expressions, exponents, roots, quadratic equations, relations and functions, systems of equations, word problems.

0631. INTERMEDIATE ALGEBRA. (No cr, §1446; prereq GC math level D or 0621 with grade of B+ or better or 0625 or 1445)

Basic knowledge of linear and quadratic equations and inequalities, exponents, factoring, roots, and radicals assumed. Rational expressions, radicals, roots, quadratic and rational equations, inequalities, determinants, matrix, conic sections, graphing functions and relations, exponential and logarithmic functions, sequences, series.

0641. BASIC MATHEMATICS I. (No cr, §1431; prereq □)

Self-paced. Offered through Mathematics Learning and Assessment Center, for students with limited knowledge in arithmetic. Addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Elementary word problems stressed.

0643. BASIC MATHEMATICS: PROGRAMMED STUDY. (No cr; prereq GC math level B or C or 0611 or 0641; may be repeated as needed)

With aid of instructor, topics selected from following: whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, radicals. Offered through Mathematics Learning and Assessment Center.

Courses

1041. DEVELOPING COLLEGE READING. (3 cr, \$1403; prereq RC score 21 or above or completion of 0401 with a grade of C7 or better)

Preparation for reading various college materials, including identifying main ideas, retaining factual information, recognizing relationships among ideas, understanding supporting ideas, drawing inferences; analyzing reading needs; adapting reading pace to subject matter; dealing with contextual vocabulary. Instructor-guided, classroom format or individualized, learning center format with tutorial assistance.

1043. EFFECTIVE COLLEGE STUDY SKILLS. (3 cr; prereq RC score 21 or above or completion of 0401 with a grade of C7 or better; S-N only)

Individualized, self-paced. Study strategies necessary to succeed in college. Time management; strategies for previewing, reviewing, studying textbooks; memorizing strategies; note-taking; organizing material; preparing for and taking tests. Progress and achievement measured in periodic exercises, tutorial conferences, simulations.

1045. DEVELOPING COLLEGE WRITING. (3 cr, \$1411; prereq WP recommendation; RC score 21-50)

Being conscious of audience, substance, and style; developing methods of talking about writing; improving ability to edit writing to conform to principles of standard American English. Intensive writing. Instructor-guided, classroom format or individualized, learning center format with tutorial assistance.

1051. INTRODUCTION TO COLLEGE READING AND WRITING. (5 cr, \$1407; prereq RC score 21-36, WP recommendation)

Instructor-guided. Understanding relationship between reading and writing. Improving reading comprehension, study skills, and writing skills through individualized attention and small-group work. Organized around four broad themes, chosen to aid students' common learning interests.

1053. INTRODUCTION TO RESEARCH IN UNIVERSITY OF MINNESOTA LIBRARIES. (3 cr, \$1406)

Individual study with tutorial assistance. Developing research topics at two main University libraries; using encyclopedias, *Reader's Guide to Periodical Literature*, *New York Times Index*, *Minnesota Union List of Serials*, *Library of Congress Subject Headings*, Humanities and Social Science library card catalog in Walter Library; writing and documenting brief research paper.

1076. CAREER PLANNING. (3 cr; \$1502)

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

1077. SUCCESS IN A CAREER. (2 cr; \$1504)

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)

1078. WORK AND LEISURE. (2 cr; \$1505)

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

1086. HIGHER EDUCATION SURVIVAL SEMINAR. (2 cr [may be repeated for max 6 cr], \$1702; S-N only)

Academic coping skills (e.g., study behavior, test-taking, time management, communication skills) and career exploration. Personal issues that may interfere with student progress. University/community resources.

1087. EDUCATIONAL PLANNING. (1 cr; S-N only)

Educational decision making. Programs and alternatives within and outside the University.

1111. SCIENCE IN CONTEXT: WEATHER AND CLIMATE. (5 cr; 5 lect, 1 lab hrs per wk)

Weather patterns; interactions among atmosphere, oceans, land surfaces, and earth motions. Storms, seasonal change, climatic change, fair weather, air pollution, and distribution of moisture and energy from theoretical and applied viewpoints. Scientific principles applied to analyzing and forecasting weather, interpreting climates and climatic change, and understanding individuals' interaction with atmospheric environment. (GrB)

1112. SCIENCE IN CONTEXT: HUMAN USES OF THE ENVIRONMENT. (5 cr)

Study of ecology applied to our past, present, and future existence. Principles of ecology as seen in ecosystem structure and function; pollution of soil, water, and air resources; population explosion; and relationship of people, disease, food production, environmental controls to survival. (GrB)

1131. BIOLOGICAL SCIENCE: PRINCIPLES. (5 cr; 4 lect, 2 lab hrs per wk)

Variety and relationships of living organisms illustrating general principles of biology as they apply to humans, animals, and plants. Principles drawn from such fields as cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Includes 2 hours a week in multimedia laboratory working on biological information and problems (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)

General natural history for students with little or no prior training in biology. Common Minnesota plants and animals examined in the field from the viewpoint of the informed amateur naturalist. Natural habitat associations; field observation and identification techniques. (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) Understanding the scientific method and biologists' daily challenges through laboratory dissections, microscope observations, and experiments. Relationships among genetics, anatomy, physiology, microbiology, and hematology. Insight into biological functioning and human relationship to other elements of life. Small lab sections. (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 0621 or GC 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)

Star 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 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)

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)

Problem-solving, interdisciplinary approaches to major urban problems such as social class and poverty, social change, crime, and education. Practical activities through fieldwork or community activities. (GrC)

1217. HUMAN SERVICES AND COMMUNITY RESOURCES. (5 cr)

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; important issues in the field. (GrC)

1221. MINNESOTA: HISTORY. (5 cr)

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

Courses

1225. MINNESOTA BIOGRAPHY. (4 cr)

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 (concentration on political figures, business leaders, artists, or intellectuals). Inquire about course content before enrolling. (GrC)

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)

Major aspects and issues in the development of the United States and its impact on people in North America and abroad; from colonial times to the post-Vietnam War period. (GrC)

1232. UNITED STATES: IMPACT 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 in context of their recent social-historical development. Becoming a well-informed and active citizen encouraged through participant-observer field assignment and required reading of daily newspaper. (GrC)

1234. GROWING OLD TOGETHER: AGING IN THE 20TH CENTURY. (4 cr; offered through CEE only)

Interdisciplinary course that emphasizes the loss of roles and status of older adults in a youth-centered culture. Effects of a rapidly increasing population of elders. Students look at their own aging process and develop life review skills. (GrC)

1235. UNITED STATES: LAW IN SOCIETY. (5 cr)

The role of law in our changing society; legal aspects of current topics. 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 (4 cr, may be repeated for max 8 cr)

Famous and influential figures in key periods and their relationship to issues and leaders of recent times. Lincoln, Lee and Civil War/Reconstruction figures, the Roosevelts, Hitler, Eisenhower and World War II/Cold War figures. (GrC)

1274. INTRODUCTION TO CHICANO STUDIES: THE BEGINNINGS. (4 cr, §Chic 1105)

Covergence 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. INTRODUCTION TO CHICANO STUDIES: MEXICO AND THE UNITED STATES. (4 cr, §Chic 1106)

Overview of historical experience of the Mexican people in the United States. Major events and socioeconomic 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, §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)

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)

Identification of maladaptive behavior/coping with children demonstrating such behavior. Examines effects of heredity, family experience, peer 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, respond to their own aging, respond as they are aging. Aging related to mental health, societal norms, loneliness, psychological functioning of aged persons. (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)

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; §1295 or 1296)

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; prereq 3rd qtr fr, GC math level D or 1435 or 0621 or 0625)

Basic micro concepts of pricing, costs, revenue, profit, market organization, regulation, income and wealth. Resources include lectures, problem sets, tutorials, audio cassettes, films. (GrC)

1296. ECONOMIC PERSPECTIVES: MACRO PRINCIPLES AND HISTORY.

(5 cr; prereq 3rd qtr fr, GC math level D or 1435 or 0621 or 0625)
Basic macro concepts of aggregate spending and GNP, money, inflation, unemployment, and macro stabilization. Historical and social development of economic thought: Great Depression, Keynesian critique of classical economics, and current economic ideas. (GrC)

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. ART: ART TODAY I—PAINTING AND PRINTMAKING.

1313. ART: ART TODAY II—ARCHITECTURE AND SCULPTURE.

(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 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)

Designed for students with no previous training in philosophy. Philosophy as an expression of the ways in which Western people see relationships in the world of experience. Students study the 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)

Courses

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. WORLD LITERATURE. (5 cr, §1362 or 3361)

Literature of ancient and modern Eastern and Western world—short stories, plays, poems, novels, and essays—illustrating themes of universal concern such as relationships, values, social experiences, and the individual's role as social critic and as citizen. (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 read several plays, view films in class, and may attend local film showings and theatre productions to learn how to analyze the qualities these media have in common and to recognize the unique characteristics of both art forms. (GrD)

1375. HUMANITIES IN MODERN LIVING. (4 cr, §1376)

Through multiple forms of art and literature—stories, poems, films—students explore complexity and meaning of human experiences and gain insights into how people respond to those experiences. (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)

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, 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)

1424. WRITING LABORATORY: CREATIVE WRITING. (4 cr, §1484; 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)

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)

1452. TRIGONOMETRY AND PROBLEM SOLVING. (5 cr; prereq GC math level E or 0631, 1445, or 1446)

Applied trigonometry and a formal approach to situation problem solving. Algebraic trigonometric concepts and graphical techniques used in practical situations dealing with measurement. Types of problems common to science, technology, and measurement emphasized. (GrA)

1454. STATISTICS. (5 cr; prereq GC 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)

1456. FUNCTIONS AND PROBLEMS OF LOGIC. (4 cr, §1442)

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)

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 work 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 potential of the medium, its effective use as tool for reporting results from wide variety of investigations. Students must have use of camera. No darkroom work. (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)

1482. INTRODUCTION TO COMMERCIAL ART. (3 cr [may be repeated for max 9 cr]; prereq previous art experience or #, §1536)

Design, lettering, graphic expression, and commercial processes fundamental to commercial art. (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)

1485. CREATIVITY: PHOTOGRAPHY I.

(4 cr; offered through CEE only)

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

1486. CREATIVITY: PHOTOGRAPHY II.

(4 cr; prereq 1485 or #; offered through CEE only)

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

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)

Courses

1513. PRINCIPLES OF SMALL BUSINESS OPERATIONS. (5 cr)

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

1515. ORIENTATION TO CO-OPERATIVE INTERNSHIPS. (3 cr; prereq 45 cr; S-N only)

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; prereq 1515, #; S-N only)

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.

1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS. (5 cr; prereq GC math level C or 0611)

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)

1537. PROFESSIONAL SELLING. (3 cr)

Realistic and current picture of job qualifications of sales professionals. Understanding of theories and methods developed through lecture/discussion format, resource speakers, films. Techniques practiced in small-group activities, role playing, sales demonstrations.

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. (5 cr)

Fundamentals of marketing activities and design of strategy. Target markets, segmentation analysis, marketing research, consumer behavior, marketing mix. Current market 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.

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

(3 cr; prereq #; ¶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 1557 spring quarter.

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

(3 cr; prereq #; ¶1556; offered spring qtr)

For description, see 1556.

1571. INTRODUCTION TO BASIC AND TO MICROCOMPUTERS. (5 cr; prereq GC math level D or elementary algebra)

Introduction to microcomputers and elementary programming using BASIC computer language. Topics include description of microcomputers (emphasis on IBM PC), writing simple BASIC programs, using word processor, spreadsheet, and data base manager. Computer assignments done outside of class. Lab arranged. (GrA)

1575. INTRODUCTION TO COMPUTERS. (4 cr; prereq 1435 or 0621)

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

1701. PSYCHOLOGY OF PERSONAL EFFECTIVENESS. (4 cr)

Promotes better understanding and acceptance of ourselves and others; 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)

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)

1721. MARRIAGE, FAMILY, AND PERSONAL FULFILLMENT. (5 cr)

Psychological, social, and biological aspects of marriage and family living. Helping students gain understanding of, and self-awareness concerning, such areas as dating, mate selection, getting married, having children, and sexuality. Adjustments outside of traditional marital and family relationships. (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. Focus on crises of parenthood. Relevant research used to emphasize principles of parent-child relations and tasks of parenthood. (GrC)

1731. CONSUMER PROBLEMS AND PERSONAL FINANCE. (5 cr)

Economic system from viewpoint of the family as a consumer unit. Fundamentals of financial planning and personal economic decision making, their application 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)

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

1812. AMERICAN INDIAN LITERATURE. (4 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. (4 cr)

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

1814. THE AMERICAN INDIAN IN AMERICAN LAW. (4 cr)

Complex and extensive U.S. law relating to American Indians as reflection of attitudes of dominant society toward this minority group. Position of Indian people in contemporary American society. Not detailed study of aspects of legal system, but 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)

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)

Courses

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)

1851. MULTICULTURAL RELATIONS. (5 cr, §3276; prereq one ethnic studies course)

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)

1894. PLANNING A GENERAL COLLEGE BACHELOR OF GENERAL STUDIES PROGRAM. (1 cr; prereq 80 cr, admission to GC fall 1985 or earlier, □, C7 or 2.40 GPA, completion of freshman composition and #; S-N only)

For students whose goals fit what the college can offer and whose preparation meets the criteria for admission. Instructor explains program guidelines and, with help of study guide, instructs how to write personal statement and prepare degree plan for submission to Baccalaureate Admission Committee. Written permission required; call 612/625-3339.

3001. GENERAL COLLEGE UNDERGRADUATE TEACHING INTERNSHIP. (Cr or [3 cr per qtr, 6 cr max]; #, consent of appropriate division head, □)

Experiences include interaction with small groups of students, formal lecture in classes, tutoring students who have encountered difficulties with coursework, participation in faculty seminars, responsibility for making and evaluating assignments. Supervision by full-time faculty members.

3002. GENERAL COLLEGE UNDERGRADUATE COUNSELING INTERNSHIP. (3 cr per qtr [6 cr max]; prereq 45 cr, #, consent of support services coordinator)

Experience as paraprofessionals in counseling. Individualized contract. Direct student contact, supervision, training, end-of-quarter project.

3003. SEMINAR IN TUTORING AND LEARNING IN PSYCHOLOGY. (4 cr, §3286; prereq 1281, #, □)

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)

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)

3217. COMMUNITY SERVICE INTERNSHIP. (6-12 cr; prereq #)

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. (GrC)

3232. THE IMPACT OF AMERICAN INDUSTRIAL TECHNOLOGY. (5 cr)

Interdisciplinary examination of the evolution of selected inventions into technologies and industries; their impact on America and the world in the 19th and 20th centuries. The relationship of technology to political, economic, cultural, and scientific developments. (GrC)

3235. POVERTY LAW. (5 cr; prereq 1235 or #, △...1212 recommended)

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

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)

3282. PSYCHOLOGY APPLIED TO SOCIAL PROBLEMS. (4 cr; prereq 1281 or equiv, 3rd-4th yr)

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)

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)

3311. ART: GENERAL ARTS. (4 cr, §1311; final offering 1989)

For description, see 1311. (GrD)

3335. MUSIC OF THE 20TH CENTURY. (4 cr)

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)

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)

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. 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; offered through CEE only; 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. Students need not have had any previous coursework in science. (GrC, D)

3361. WORLD LITERATURE (5 cr, §1361, 1362, 3362)

For description see 1361. (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; offered through CEE only)

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; prereq 1422)

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)

Courses

3425. WRITING FOR BUSINESS AND THE PROFESSIONS. (4 cr; prereq 1422, §3531)

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)

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)

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)

3514. RESEARCH FOR STARTING A SMALL BUSINESS. (5 cr; prereq 1513, 1540, 1551 and #)

For students interested in starting a small business. Investigates business opportunities; students are expected to have specific business in mind. Emphasis on marketing strategy, financial analyses and projections, defining product service offerings, and promotion. Offered for last time in 1987-88.

3517. ADVANCED CO-OPERATIVE BUSINESS INTERNSHIP. (4 cr; prereq 1515, #)

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.

3534. CONSUMER TRANSACTIONS AND THE LAW. (4 cr, §3732; prereq 1534)

Relationship between consumer marketplace and law. Topics include general consumer law, deceptive practices, regulation of marketing techniques, credit extension, usury regulation, product warranting, security agreement regulation, debtor default and creditor collection, contractual nonperformance, product liability, debt counseling and bankruptcy. (GrC)

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. (5 cr; prereq GC math level D or 0621; prior computer experience helpful but not necessary) Using the computer as a problem-solving tool by writing and running programs in BASIC. Operating system commands, elements of BASIC, output modification, subscripted variables, text editing, and file manipulation. Assignments done outside class on University's CYBER mainframe or on student's own microcomputer. Lab hours arranged.

3602. APPLIED SUPERVISION. (4 cr; prereq 60 cr, 1511, one course in psychology and sociology or #)

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

3605. INTERVIEWING. (5 cr)

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)

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 in continual interaction with other social institutions. (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)

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 and 1537; 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. To be offered for last time in 1987-88.

Toward a Good Life: The Ideal

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

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)

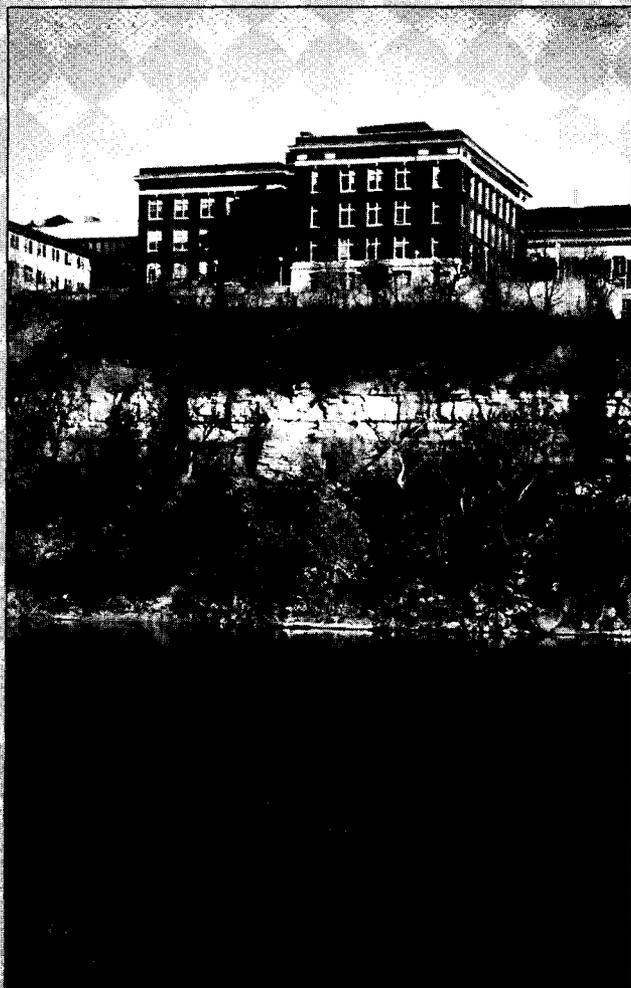
From humanities and social and natural science viewpoints, students consider conflict as a source and result of change in modern pluralistic society. Conflicts generated and directed by cultural assumptions, bureaucratic procedures, international tensions, educational and legal processes, social inequities, 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.

Courses

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)

Administration and Faculty



Administration and Faculty

University Regents

Charles F. McGuiggan, Marshall, Chair
David M. Lebedoff, Minneapolis, Vice
Chair
Wendell R. Anderson, Wayzata
Charles H. Casey, West Concord
Willis K. Drake, Edina
Erwin L. Goldfine, Duluth
Wally Hilke, St. Paul
Verne E. Long, Pipestone
Wenda W. Moore, Minneapolis
David K. Roe, Minneapolis
Stanley D. Sahlstrom, Crookston
Mary T. Schertler, St. Paul

University Administrators

Kenneth H. Keller, President
Roger W. Benjamin, Provost and Vice Pres-
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Stephen S. Dunham, Vice President and
General Counsel
Stanley B. Kegler, Vice President for Insti-
tutional Relations
David M. Lilly, Vice President for Finance
and Operations
Richard J. Sauer, Vice President for Agri-
culture, Forestry, and Home Economics
Neal A. Vanselow, Vice President for
Health Sciences
Frank B. Wilderson, Vice President for
Student Affairs

General College Administrators

Jeanne T. Lupton, Dean (serving as In-
terim Associate Vice President for Stu-
dent Affairs, 1986-87)
Evelyn Unes Hansen, Acting Dean
Sandra M. D. Flake, Acting Associate
Dean
Marjorie K. Cowmeadow, Assistant Dean
for Student Services and Development
Barbara R. S. Foster, Administrator

General College Faculty

Professor

Fred M. Amram
Frank T. Benson
Douglas M. Dearden
Jerome E. Gates*
David L. Giese*
Evelyn U. Hansen*

William L. Hathaway
Dennis R. Hower*
Alex Kurak
Roger A. Larson
Jeanne T. Lupton
Margaret J. MacInnes
Robert C. Rathburn
William B. Schwabacher
Thomas M. Skovholt
Candido P. Zanoni*

Associate Professor

Del Adamson
Sarabeth T. Barnes
Thomas F. Brothen*
Thomas C. Buckley*
Richard D. Byrne
Terence G. Collins
Daniel F. Detzner*
Sandra M. D. Flake
Jill B. Gidmark
Allen B. Johnson*
Fred A. Johnson
M. Barbara Killen
Gail A. Koch
Patrick A. Kroll*
Sander M. Latts
Dewain O. Long
Carol A. Miller
Ivan M. Policoff
Douglas F. Robertson
John L. Romano
Richard E. Uthe
Robert E. Yahnke

Assistant Professor

Lisa Albrecht
Aparna Ganguli
Joan B. Garfield
Mary Ellen Gee
Jay T. Hatch
David L. Jones
Peter T. Kahn
Mary K. Nelson
Peggy O'Hare
Shari L. Peterson
Geoffrey Sirc
Gail A. Thoen
Cathrine A. Wambach
Gloria B. Wood

*Recipient of the Horace T. Morse-Amoco Foundation
Award for Outstanding Contributions to Undergradu-
ate Education.

Instructor

Louis Bellamy
Kenneth Goldfarb
Laura Koch
Richard Pleus

Academic Professional

Cynthia Calvin
Paul Carrizales
Marjorie Cowmeadow
Yolanda Dewar
Scherrrie Foster
Karen Frei
Caroline Gilbert
Lois MacKenzie
William Margolis
Robert McCabe
Maureen Messer
Alice Pacocha
Cynthia Pavlowski
Mahlon Pitney
Lynda Price
Bruce Schelske
Sharyn Schelske
Mary Ellen Shaw
Beverly Stewart
Diane Wartchow
J. DeWitt Webster
Dao Yang

BUILDING ABBREVIATIONS AND BUILDING ACCESSIBILITY INFORMATION

MINNEAPOLIS

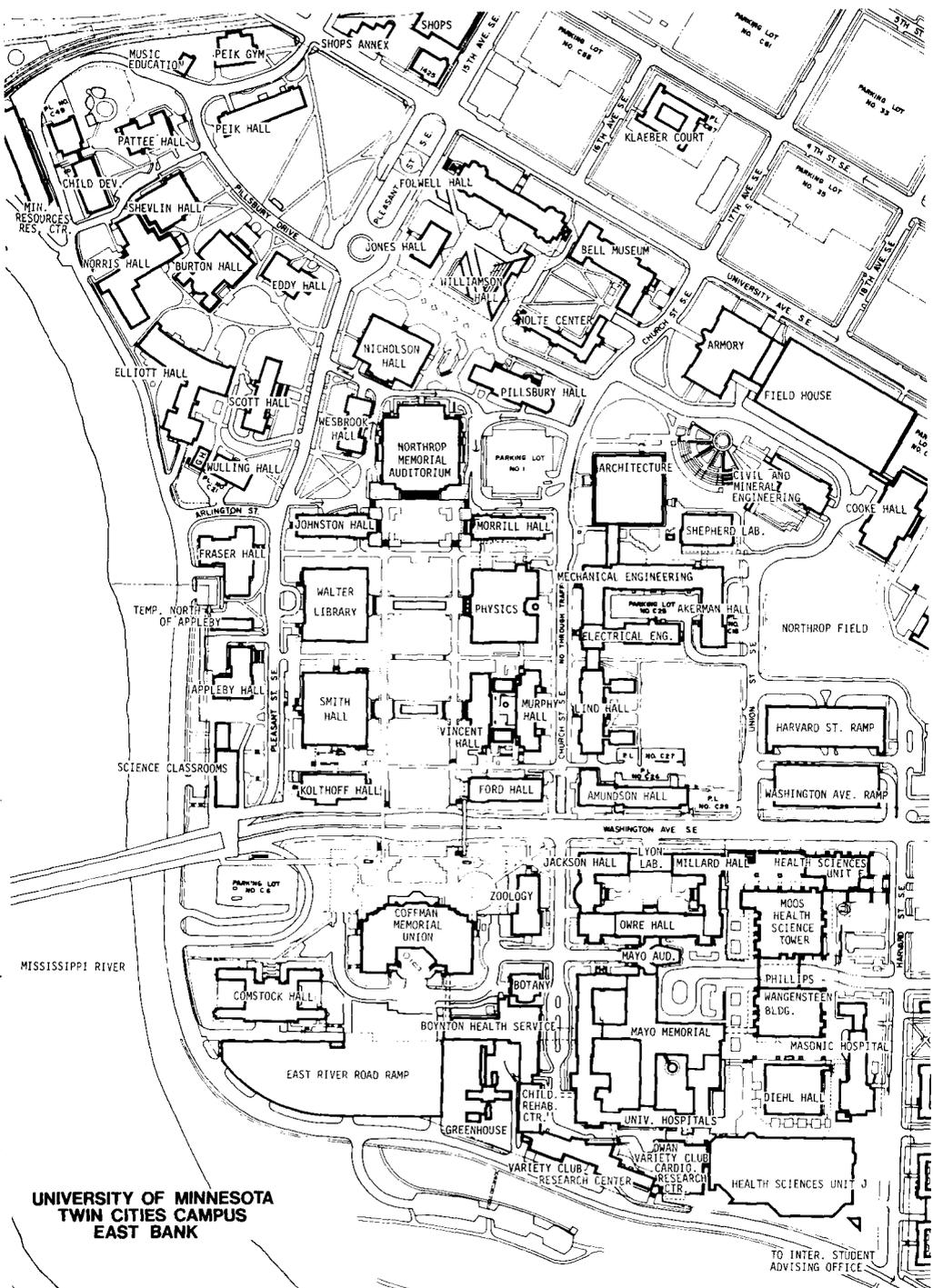
East Bank

- AkerH, Akerman Hall ☐
 AmundH, Amundson Hall ☐ * L
 ApH, Appleby Hall ■ *
 Arch, Architecture ☐ * L
 Armory ☐
 BellMus, Museum of Natural History ☐ * L
 BFAB, Bierman Field Athletic Building ☐ * L
 Botany ☐
 BoynHS, Boynton Health Service ☐ * L
 BuH, Burton Hall ☐ * L
 CenH, Centennial Hall
 ChDev, Child Development ☐ *
 ChRC, Children's Rehabilitation Center ☐ *
 L
 CivMinE, Civil and Mineral Engineering ☐ *
 L
 CMU Coffman Memorial Union ☐ * L
 ComH, Comstock Hall ☐
 CookeH, Cooke Hall ■
 DiehH, Diehl Hall ☐ *
 DVCCRC, Dwan Variety Club
 Cardiovascular
 Research Center ☐ * L
 EddyH, Eddy Hall ■
 EdHAn, Eddy Hall Annex
 ElectE, Electrical Engineering ☐
 EltH, Elliott Hall ☐ * L
 FieldHse, University Field House
 FolH, Folwell Hall ☐ * L
 FordH, Ford Hall ☐ * L
 FraserH, Fraser Hall ☐
 FronH, Frontier Hall ☐ *
 HL, St. Anthony Falls Hydraulic Laboratory
 (Hennepin Island)
 HSUnitF, Health Sciences Unit F ☐ * L
 JacH, Jackson Hall ☐ *
 JOAd, Jackson-Owre Addition ☐ *
 JohH, Johnston Hall ☐ * L
 JonesH, Jones Hall ■
 KiaCt, Klaeber Court ☐
 Kolth, Kolthoff Hall ☐ * L
 LindH, Lind Hall ☐ * L
 LyonL, Lyon Laboratories
 Mayo, Mayo Memorial ☐ * L
 MechE, Mechanical Engineering ☐ * L
 MirdH, Millard Hall ☐ *
 MMA, Mayo Memorial Auditorium ☐
 MoosT, Moos Health Sciences Tower ☐ * L
 MorH, Morrill Hall ☐ * L
 MRRC, Mineral Resources Research
 Center ■
 MurH, Murphy Hall ■
 MusEd, Music Education ■
 NichH, Nicholson Hall ☐ * L
 NMA, Northrop Memorial Auditorium ☐ * L
 NorrisH, Norris Hall ☐ L
 OwreH, Owre Hall ☐ * L
 PeikG, Peik Gym ☐
 PeikH, Peik Hall ☐ *
 Phys, Tate Laboratory of Physics ☐ *
 PiH, Pioneer Hall ☐
 PillsH, Pillsbury Hall ☐
 PtH, Pattee ☐ *
 PWB, Phillips Wangensteen Building ☐ * L
 SaH, Sanford Hall ■
 SciCB, Science Classroom Building ☐ *
 ScottH, Scott Hall ■
 ShepLab, Shepherd Laboratories ☐ *
 ShevH, Shevlin Hall ☐
 SmithH, Smith Hall ☐ *
 Stad, Stadium ☐ L
 TerH, Territorial Hall ■
 TNA, Temporary, North of Appleby ■
 UHosp, University Hospital (formerly Unit
 J) ☐ * L
 VinH, Vincent Hall ☐ *
 WaLib, Walter Library ☐ * L
 WesH, Westbrook Hall ■
 WmsA, Williams Arena ☐ L
 WmsonH, Williamson Hall ☐ * L
 WullH, Wulling Hall ☐ *
 Zoology ☐ * L

CODES:

- ☐ = accessible building
 ☐ = partially accessible
 ■ = inaccessible building
 * = elevator
 L = adapted restroom

For a map, *Guide for the Handicapped*, and further information, contact Physical Planning at 624-5765 or Office for Students with Disabilities at 624-4037.



**UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS
EAST BANK**

TO INTER. STUDENT
ADVISING OFFICE

BUILDING ABBREVIATIONS AND BUILDING ACCESSIBILITY INFORMATION

MINNEAPOLIS

West Bank

AndH, Anderson Hall,♿*

ArtB, Art Building (2020 Washington Ave S)

☐

BlegH, Blegen Hall,♿* L

FergH, Ferguson Hall,♿* L

HHH Ctr, Humphrey Center,♿* L

Law, Law Building,♿* L

MdbH, Middlebrook Hall,♿* L

Mgmt/Econ, Management/Economics

Building,♿*

OMWL, O Meredith Wilson Library,♿* L

PeoCtr, People's Center (2000 5th Street)

RarigC, Rarig Center,♿* L

SocSci, Social Sciences Building,♿*

WBU, West Bank Union,♿L

WilleyH, Willey Hall,♿* L

CODES:

♿ = accessible building

☐ = partially accessible

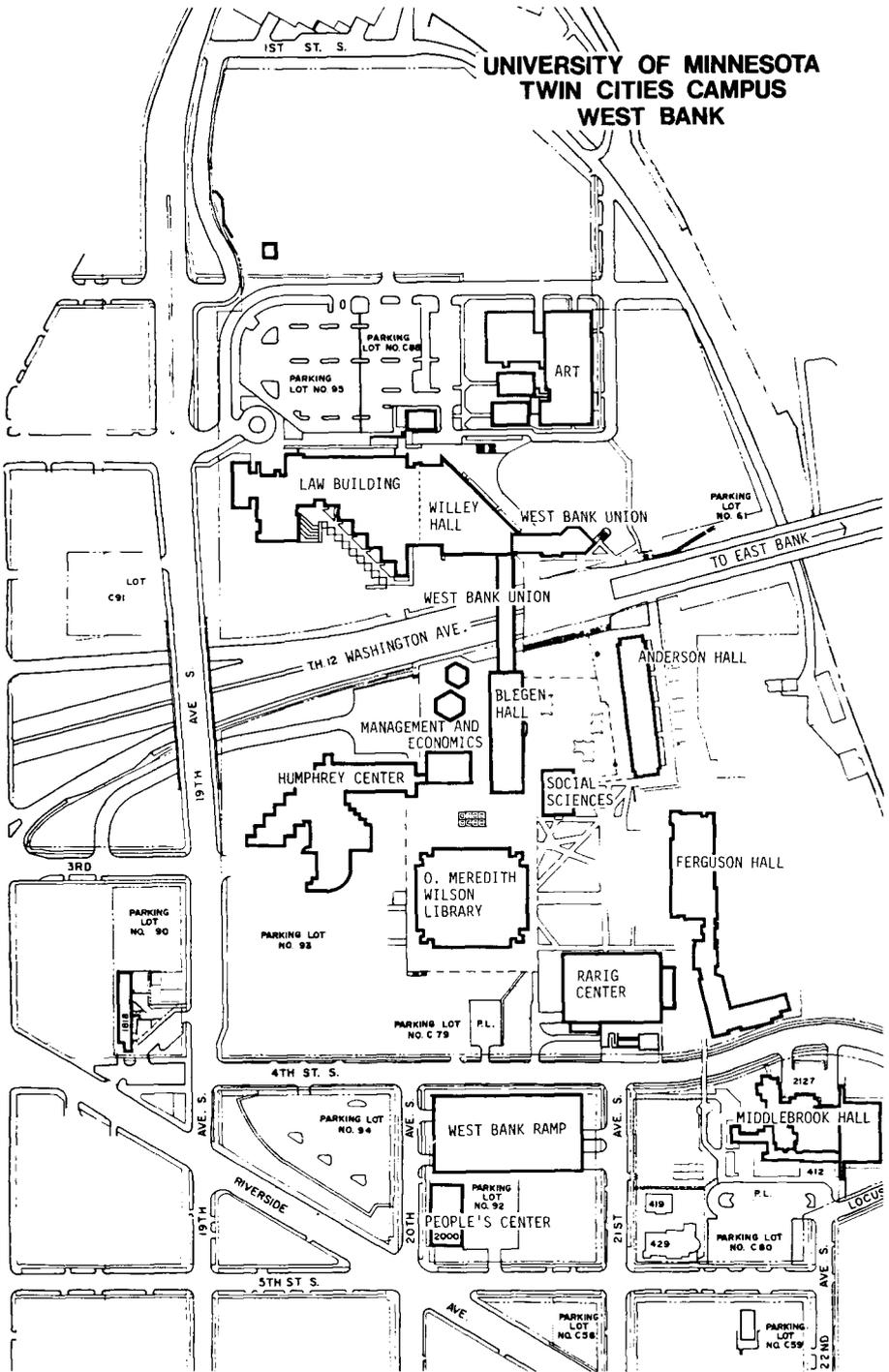
■ = inaccessible building

* = elevator

L = adapted restroom

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UNIVERSITY OF MINNESOTA TWIN CITIES CAMPUS WEST BANK



BUILDING ABBREVIATIONS AND BUILDING ACCESSIBILITY INFORMATION

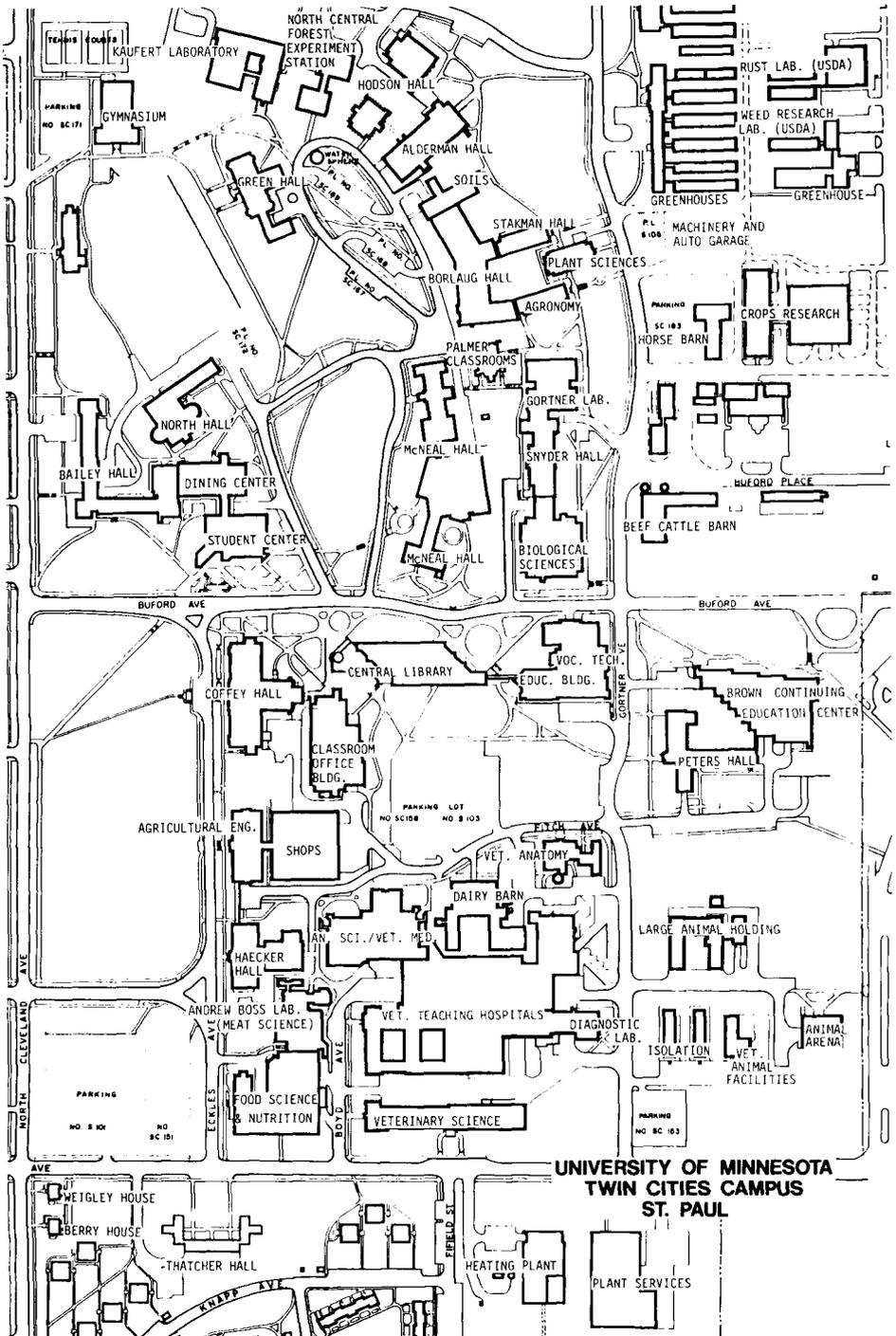
ST. PAUL

- | | |
|---|--|
| <p>ABLMS, Andrew Boss Laboratory-Meat Science ☺*</p> <p>AgEng, Agricultural Engineering ☐*</p> <p>AgEngShop, Agriculture Engineering Shop ☺</p> <p>Agr, Agronomy ■</p> <p>AgGhCl, Agronomy Greenhouse Classroom ☺</p> <p>AgrPGGh, Agronomy/Plant Genetics Greenhouse</p> <p>AlderH, Alderman Hall ☺*</p> <p>AnAren, Animal Arena</p> <p>AnScVM, Animal Science, Veterinary Medicine ☐*</p> <p>BCB, Beef Cattle Barn ☺</p> <p>Berry, Berry House (1304 Cleveland Ave N) ☐</p> <p>BioSci, Biological Sciences Center ☐*</p> <p>BorH, Borlaug Hall ☺* L</p> <p>CentLib, St. Paul Campus Central Library ☺*</p> <p>ClaOff, Classroom Office Bldg ☺*</p> <p>CofH, Coffey Hall ☺*</p> <p>DinC, Dining Center ☺*</p> <p>EBCEC, Earle Brown Continuing Education Center ☺* L</p> <p>FScN, Food Science and Nutrition ☺*</p> | <p>GovL, Gortner Laboratory of Biochemistry ☺*</p> <p>GrnH, Green Hall ☺* L</p> <p>Gym, Gymnasium ■</p> <p>HckrH, Haecker Hall ☐</p> <p>HodsonH, Hodson Hall ☺*</p> <p>KaufL, Kaufert Laboratory ☺*</p> <p>McNH, McNeal Hall ☺* L</p> <p>NorH, North Hall ■</p> <p>PalmC, Palmer Classroom Building ☐</p> <p>PetH, Peters Hall ☐</p> <p>PlSci, Plant Sciences ■</p> <p>SnH, Snyder Hall</p> <p>Soils ☺*</p> <p>StakH, Stakman Hall of Plant Pathology ■</p> <p>StCen, Student Center ☺* L</p> <p>VetA, Veterinary Anatomy ☐</p> <p>VetDL, Veterinary Diagnostic Laboratories ■</p> <p>VetS, Veterinary Science ■</p> <p>VetTchHos, Veterinary Teaching Hospitals ☐</p> <p>VoTech, Vocational-Technical Education ☺* L</p> <p>Weigley, Weigley House (1316 Cleveland Ave N)</p> |
|---|--|

CODES:

- ☺ = accessible building
- ☐ = partially accessible
- = inaccessible building
- * = elevator
- L = adapted restroom

For a map, *Guide for the Handicapped*, and further information, contact Physical Planning at 624-5765 or Office for Students with Disabilities at 624-4037.



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