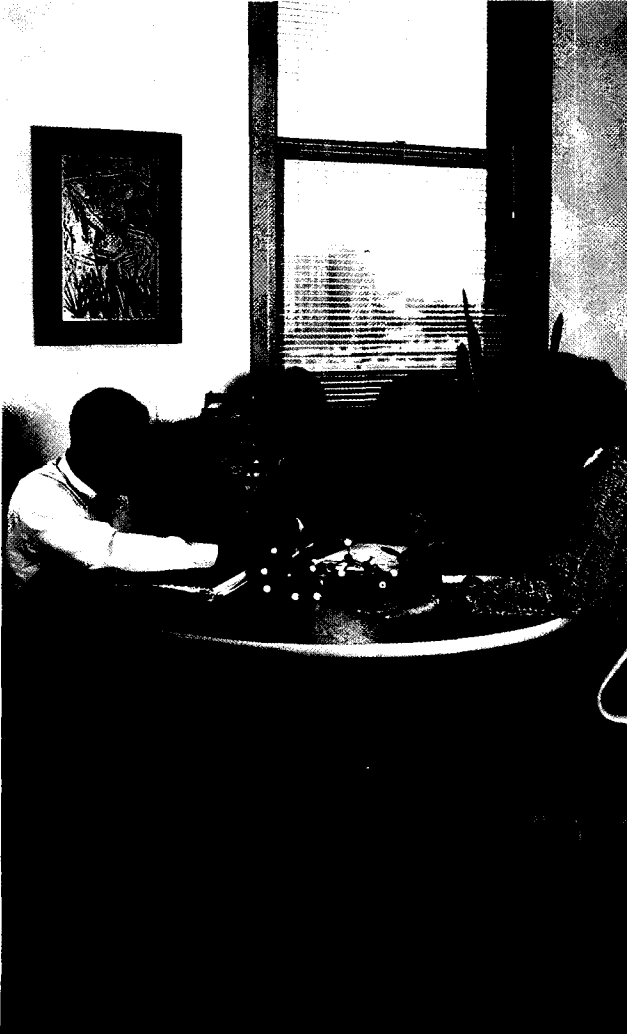


General College University of Minnesota Bulletin 1989-91



General College

Programs and Services 5

Requirements 13

Map 30

Courses 31

Administration and Faculty 43

Index 46

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, 25 Appleby 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—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, particularly helpful in educational planning, may be obtained during orientation or from your adviser or the General College Registration Center, 25 Appleby 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.

Accommodations for Students with Disabilities—In order to accommodate students with disabilities, Appleby Hall has wheelchair accessibility; lowered signs, message areas, and drinking

fountains; and signs in braille. Students who have handicaps or special needs concerning classes should let their instructors know so that accommodations can be made.

One of the first places disabled students might seek assistance is at the Office for Students with Disabilities (OSD), 16 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455 (612/624-4037—voice or TDD). OSD works to protect the rights of disabled students and to assist the University in meeting its obligations under federal and state mandates. OSD provides many services directly, such as information, referral, advocacy, support, and academic accommodations (i.e., interpreters, readers, tutors, etc.) for enrolled and prospective students with disabilities. OSD will also assist disabled students in obtaining services from other University or community resources. Prospective students concerned about whether and how the University can accommodate their disability are welcome to visit the campus. For more information, contact OSD.

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 Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 420.S.C. 20000e; 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 Re-adjustment 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

Volume 92, Number 3
April 28, 1989

University of Minnesota Bulletin
(USPS 651-720)

Published by the University of Minnesota, Student Support Services, Publications and Communications Office, 150 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455, once in February, May, and August; twice in June and September; three times in July; and four times in April. Second-class postage paid at Minneapolis, Minnesota. POSTMASTER: Send address changes to University of Minnesota Bulletin, Student Support Services, 110 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455.

General College Directory

Office of the Dean	109 Appleby Hall	625-6663
Learning Centers		
Math Learning and Assessment Center	9 Appleby Hall	
Reading & Writing Center	3 Appleby Hall	
Social and Behavioral Sciences Learning Center	127 Appleby Hall	
Affiliated Programs		
University Day Community	2722 University Ave. S.E.	627-4107
Upward Bound	2722 University Ave. S.E.	627-4107
Student Services Offices		
Admissions	41 Appleby Hall	625-3339
Advising and Counseling	41 Appleby Hall	625-3339 625-9009
Academic Progress	41 Appleby Hall	625-8531
Baccalaureate Programs	49 Appleby Hall	625-3355
Main Office	40 Appleby Hall	625-3013
Orientation and Registration	25 Appleby Hall	625-2333
Special Services/TRIO	33 Appleby Hall	625-0772

Bulletin photos by Bruce Challgren.

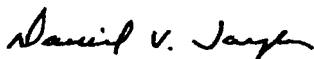
Welcome

Dear General College Student:

I would like to take this opportunity to welcome you to the General College. We like to think of our College as a community of diverse people all sharing a common interest in promoting the individuality and potential for growth of every member through rigorous inquiry and scholarship. We would like the College to be your home away from home, a place for you to share with others your unique experiences as well as to profit and learn through interaction with others. The faculty, professional advisers and counselors, administrative and civil service staff are eagerly waiting to assist you.

This *General College Bulletin* contains essential information that you will need in order to make a smooth transition into this community. It describes the academic programs and services we offer and requirements for which you will be held accountable. It also describes the course offerings available and lists the faculty who teach them. There are many things that we simply could not include in the bulletin, such as the opportunities that you will have for participating in the vast array of cultural and entertainment activities available as a by-product of the University's location in a major urban setting. Our hope, of course, is that you will make the most of the rich opportunities for academic growth and self-expression available to you as a student in the General College.

Sincerely yours,



David V. Taylor
Dean



Programs and Services



Programs and Services

The General College (GC) of the University of Minnesota is housed primarily in Appleby 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 their 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 baccalaureate and associate degree programs by summer 1991 and the phasing out of its certificate programs by 1988. Their action mandated that the college again assess its role in a newly defined University.

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

The Mission of the General College

The mission of General College is to enroll, and prepare for admission to University degree programs, students who require special preparation because of personal circumstances or previous education.

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

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

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

Philosophy of Education

In keeping with 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 communi-

cation and computational skills integrated with liberal education, focuses upon preparation for transfer and for baccalaureate study in a variety of programs, and seeks to develop students' abilities to bring together educational and career goals in a multidisciplinary setting.

The college faculty and staff are committed to fostering the integration of knowledge in a community that recognizes the need for lifelong learning. Students have available the vast academic, professional, and social resources of a major metropolitan university while, at the same time, 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 diverse community of students, faculty, and support staff, who value education as both ennobling and constructive, leading to a richer, more fulfilling life.

Base Curriculum Program

Research has shown that students who get off to a strong start in their first two quarters of college are more likely to be successful in completing a college degree. Accordingly, the General College allocated a significant proportion of its resources to provide a supportive learning environment for students in a program called the Base Curriculum. This program is for entering students whose academic preparation may not meet expected standards for University degree-granting programs. During their first two quarters, students are required to register in this program, which includes courses in writing, mathematics, physical sciences, social sciences, humanities, and logic. Learning supports in those courses encompass tutoring, supplementary instruction, computer-assisted study, special advising, and counseling for academic planning. Thus students are served by faculty working in partnership with professional advisers, student services

personnel, research specialists, and support staff who function as a comprehensive team.

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

Goals of the program are to 1) enable students to meet increasingly rigorous preparation standards and liberal education and transfer requirements; 2) address the need for improved retention of underprepared and/or nontraditional populations; and 3) implement instructional strategies whose effectiveness has been demonstrated through experimentation and practice. An evaluation process accompanies the program to ensure needed refinement and the successful attainment of its goals.

Integral to the program is the role of Student Services, which has the primary advising responsibility for students entering the General College. Working in tandem with faculty, Student Services assists students with a) University and General College orientation; b) academic planning, course registration, and review of academic progress; c) educational and career planning leading to decisions about possible majors and college programs; and d) developing expertise in using the opportunities and resources of the University to achieve their educational goals.

As a means of coordinating their work with students, Student Services personnel, instructional faculty, graduate teaching assistants, and members of the support staff of the college are organized in "Advising Clusters." Each cluster has responsibility for 75-100 advisees. The purpose of the clusters is to facilitate service to students, promote the rapid and accurate flow of information about

Programs and Services

student academic performance, make possible early Student Services interventions, and allow for timely and appropriate educational planning.

General College Degrees and Certificates

By action of the regents in January, 1986, the General College will discontinue the offering of degrees, effective at the end of the second Summer Session 1991. Students are no longer being accepted for admission into the Bachelor of Applied Studies or the Bachelor of General Studies programs. Those already admitted must complete all their degree requirements by the end of the second Summer Session 1991.

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

Certificate Programs—Career development programs were phased out in General College in Summer Session 1988. Many of the career education opportunities that were available in these programs are still available in community colleges and area vocational-technical institutes.

Fieldwork Internships—In compliance with its new mission of preparing

students for transfer, the General College has phased out its fieldwork internships in the external areas of business and community service.

Cooperative Studies

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. 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 the A.A. 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.

3. Credit toward the A.A. 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.

Interested students should consult Student Services, 41 Appleby 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, a faculty member, or Student Services in 41 Appleby 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 with in 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, 109 Appleby

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 of the college. Credits earned in individual study do not usually transfer to other units in the University without special review or petition.

Teaching/Counseling Internships—

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 of the college, 109 Appleby 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.

Commanding English is a year-long, intensive combination of courses designed for GC students for whom English is a second language. All such students are required to report recent scores on the Michigan English Language Assessment Battery (MELAB) as part of the application process. Commanding English serves those students whose scores on this test range from 65 to 78. Any student for whom English is

Programs and Services

not the first language should contact the GC Admissions Office, 41 Appleby Hall (612/625-3339), very early in planning to ensure timely completion of testing requirements.

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*, 9 Appleby Hall, provides assistance to walk-ins who need help with mathematics or science. Students with special needs in mathematics may also have diagnostic testing and individual instruction prescribed for them in arithmetic, elementary algebra, and intermediate algebra.

Microcomputer laboratories are available throughout the campus for use by students in courses such as psychology, mathematics, and writing. One such laboratory, in 117 Appleby Hall, is sponsored by the General College and Academic Computing Support Services and is for use by students in various General College courses that include computer assignments and by those who want to develop computer literacy and skill. The Appleby lab and other University microcomputer labs may be used by access card holders for personal or course-related computing. For a nominal fee, students may, and in some cases are required to, purchase microcomputer access cards (available through the Bursar's Office) for microcomputer access and practice time.

The *Reading & Writing Center*, 3 Appleby Hall, 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. The Reading & Writing Center also provides students with several options for improving their reading, writing, and study skills, through individual study coursework.

The *Social and Behavioral Sciences Learning Center* provides services intended to facilitate student learning in social and behavioral sciences courses. The Center consists of a Learning Resources Room and a Computer Classroom. The Learning Resources Room, 127 Appleby Hall, is equipped with computers and other learning aids and is staffed by subject-matter specialists and teaching assistants who help answer students' questions as well as provide supplemental instruction in social and behavioral sciences courses. The Computer Classroom, 122/128 Appleby Hall, is used for laboratory sections of computer-intensive courses, where students have access to personal computers to help them learn course material.

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, sponsored by the University's Office of Educational Development Programs, 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, the Associate Dean of the College, 109 Appleby Hall (612/625-6663).

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

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, 26 Appleby Hall. Members of the Student Board meet regularly, elect officers, and select representatives to serve on the University Senate, the Twin Cities Campus Assembly, and the Minnesota Student Association, as well as on the General College Faculty Committee, the Admissions and Advancement 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 41 Appleby Hall.

The Special Services/TRIO Program, funded jointly by the U.S. Department of Education and the General College, is a multidimensional program designed to help students succeed during their crucial early quarters at the University so they will be more likely to graduate. Services provided to program participants include intensive advising and counseling, group and individual tutoring, academic planning, career exploration, and ongoing support as students transfer to other colleges within the University.

To receive Special Services/TRIO services, a student must meet *at least one* of the following eligibility require-

ments, as determined by the federal government: the student must be a first-generation college student (neither parent having a four-year degree), must meet low-income guidelines, or must be physically handicapped or learning disabled. For more information, contact Special Services/TRIO, 41 Appleby Hall, 128 Pleasant Avenue 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, the 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, educationally at-risk high school students who have the potential to succeed in college. It is funded jointly by the University of Minnesota and the U.S. Department of Education. Reading, writing, and mathematics skills are emphasized in the academic segment of the program; theatre, art, athletic, and experiential educational activities constitute the creative and recreational component. Emphasis is on an individualized curriculum and teaching and learning methods that foster the building of positive self-concepts. In addition to completing a five-week residential term, Upward Bound students participate in a program of tutoring and counseling during the regular academic year. The Upward Bound Program is located at 2722 University Avenue S.E., Minneapolis, MN (612/627-4107).

Programs and Services

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, advocacy, and career counseling needed. 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 Monday through Friday from 8:00 a.m. to 4:30 p.m.

The activities of the Student Services offices include the following:

Admissions—41 Appleby Hall (612/625-3339)

Assistance with:

- Finding out about the status of your admission application
- Getting parents' questions answered
- Getting high school counselors' questions answered
- Meeting with parents and counselors for pre-admission conferences
- Arranging for on-site visits to the college and tours of the campus

Orientation and Registration—25 Appleby Hall (612/625-2333)

Assistance with:

- Getting GC entrance test results and course recommendations
- Going through orientation to the General College
- Getting assigned to an adviser
- Finding out about registration policies, procedures, and forms

Advising, Advocacy, Career and Personal Development—41 Appleby Hall (612/625-3339)

Advising and Educational Planning Focus—Assistance with:

- Finding out about GC degrees and certificates

- Transferring to colleges within and outside the University
- Transferring to AVTIs
- Reviewing a major or program of studies
- Planning an academic program, selecting courses
- Planning a program to meet Council on Liberal Education (CLE) requirements

Advocacy and Special Student Population Focus—Assistance with:

- Sharing information, procedures, and processes for using academic, community, and financial aid resources
- Finding tutorial assistance
- Developing educational study circles and support groups—women's issues, parenting, relationships, college survival
- Locating informal places to meet, plan, study, and socialize with other students

Career and Personal Development Focus—Assistance with:

- Learning about yourself
- Assessing, testing, evaluating career possibilities
- Learning about time management, decision making, and ongoing career development
- Deciding about a career
- Increasing motivation
- Managing stress
- Solving personal problems and dealing with interpersonal stress

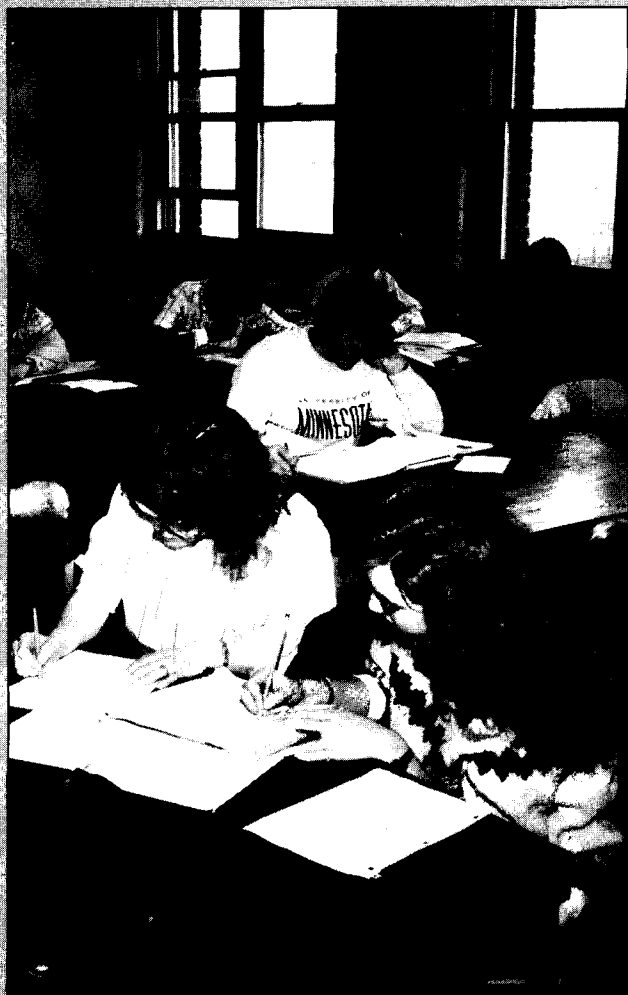
Academic Progress—41 Appleby Hall (612/625-3339 or 625-8531)

Assistance with:

- Meeting Dean's List requirements
- Clarifying probation procedures and regulations
- Developing academic contracts
- Dealing with excessive-credit problems and policies
- Appealing suspension actions

(When you seek assistance from Academic Progress advisers, please bring your current transcript and/or verification of grade changes.)

Requirements



Requirements

Base Curriculum Program

All General College students are required to register for the Base Curriculum program during their first two quarters and to meet regularly with advisers for academic monitoring and counseling. Students will be advised early and often about their academic performance and progress. Advising will be based on instructors' communications, including *Academic Alert* forms, *Fourth-Week Student Progress Reviews*, and seventh-week progress information in mathematics and writing classes, identifying needs and signaling possible problems.

Preparation for Transfer—You probably have enrolled in the General College with the intention of transferring to another college of the University or to some other higher education institution. The Base Curriculum program is designed to help you reach that goal. Through a prescribed curriculum with a strong advising component, you will be guided through direct steps leading to transfer. Usually transfer is not difficult if you meet the academic and course distribution requirements of the college or institution you wish to enter. 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 GC Student Services, 41 Appleby Hall. Final decisions on transfer requests and transferability of courses are made by the college or institution to which you are applying and not by the General College.

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

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 C (2.00) or better; completion of certain degree credit courses demonstrating minimum proficiency in these skills, with a grade of C (2.00) 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 C (2.00) 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 C (2.00) 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 GPA of 2.40 (C+) 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 GPA of 2.40 (C+) and receive permission from your academic adviser.

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

A.A. Requirements

<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 C (2.00) 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

Transfer to Other Colleges Within the University

Students may be able to transfer to other colleges of the University after completing three to six quarters in the General College. Some students, with careful planning, 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 C+ (2.40) average in General College coursework is usually necessary. In addition, you must have completed at least three courses outside the General College, preferably in the area in which you intend to major, with at least a C (2.00) average for these courses. In some cases, specific prerequisite courses are required. Colleges of the University seldom consider applications for transfer if you have completed fewer than 36 credits. Some General College credits can be used to satisfy the liberal education distribution requirements of the new college, some help students to meet University Preparation Standards, and some 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. Transfer guides for some colleges are available in the *General College Student Handbook*, and more detailed information about transfer can be obtained in General College Student Services, 41 Appleby Hall. You should also make early contact with the college to which you want to transfer. To begin the official transfer process, make an appointment for an interview with a General College Student Services adviser, 41 Appleby Hall, early in the quarter preceding the one in which you wish to transfer. An *Application for Change of Status or College form* and specific information about application deadlines are available from Student Services or the University Admissions Office, 240 Williamson Hall.

Further information about transfer to specific colleges of the University can be obtained from the following offices:

College of Agriculture—277 Coffey Hall, St. Paul campus (612/624-2746)

College of Biological Sciences—123 Snyder Hall, St. Paul campus (612/624-9717)

College of Education—1425 University Avenue S.E., East Bank (612/625-1550)

College of Home Economics—32 McNeal Hall, St. Paul campus (612/624-1717)

College of Liberal Arts—49 Johnston Hall, East Bank (612/624-4110)

Carlson School of Management—290 Hubert H. Humphrey Center, West Bank (612/624-3313)

College of Natural Resources—10 Green Hall, St. Paul campus (612/624-6768)

Institute of Technology—105 Lind Hall, East Bank (612/624-8504)

University College—317 Walter Library, East Bank (612/624-2002)

Self-Designed Majors:

Bachelor of Individualized Studies (BIS), CLA, 220 Johnston Hall, East Bank (612/624-8006)

Individually Designed Independent Majors (IDIM), 220 Johnston Hall, East Bank (612/624-8006)

Inter-College Program (ICP), University College, 7 Wulling Hall, East Bank (612/624-2004)

Program for Individualized Learning (PIL), 201 Wesbrook Hall, East Bank (612/624-4020)

Undergraduate Health Sciences:

Dental Hygiene, 5-164 Moos Tower, East Bank (612/625-9121)

Medical Technology, 15-170 Phillips-Wangensteen Building, East Bank (612/625-9490)

Mortuary Science, A-275 Mayo, East Bank (612/624-6464)

Nursing, 6-160 Health Sciences Unit F, East Bank (612/624-3108)

Occupational Therapy, 378 Children's Rehabilitation Center, East Bank (612/626-5111)

Physical Therapy, 271 Children's Rehabilitation Center, East Bank (612/626-5887)

Radiological Technology, 2-300 University Hospitals, East Bank (612/626-6466)

Transfer 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 (except those numbered 0xxx) are usually accepted by community colleges and four-year colleges. Although 0xxx courses are not acceptable for degree credits, they may be needed by some students in order to meet required standards.

GC Courses Classified by CLE Distribution Group

The Council on Liberal Education (CLE) requirements for a liberal education at the University of Minnesota fall into the following categories:

Group A—Communication, Language, Symbolic Systems

Group B—The Physical and Biological Sciences

Group C—The Individual and Society

Group D—Literary and Artistic Expression

Group E—Writing

The following courses meet the CLE distribution requirements in General College. Some (but not all) of these courses meet CLE requirements in other colleges. For accurate and up-to-date

information about CLE requirements in the college to which you want to transfer, check with that college office.

Courses in this listing generally transfer to one or more colleges within the University of Minnesota. For specific transfer of credit information, consult your GC adviser, GC Student Services (41 Appleby Hall), or an adviser in the college to which you want to transfer.

Group A—Communication, Language, Symbolic Systems

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

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, 3836

Group C—The Individual and Society

1211, 1221, 1230, 1231, 1232, 1235, 1236, 1237, 1241, 1274, 1275, 1276, 1281, 1282, 1283, 1284, 1285, 1294, 1295, 1296, 1351, 1355, 1357, 1511, 1534, 1701, 1705, 1721, 1722, 1731, 1813, 1814, 1815, 1817, 1835, 1837, 1851, 3003, 3232, 3235, 3342, 3761, 3835

Group D—Literary and Artistic Expression

1311, 1312, 1331, 1357, 1365, 1366, 1371, 1374, 1375, 1481, 1483, 1485, 1486, 1812, 1816, 1836, 3374, 3376, 3377, 3823, 3826, 3831, 3834

Group E—Writing

1421, 1422, 3423, 3425

Application/Admission

If you are interested in applying for admission to the General College but want more information, call Student Services, 41 Appleby Hall (612/625-3339), and ask for assistance. Help with application procedures, credit assessment or transfer, and other concerns is

Requirements

available from General College and from the University's Admissions Office (612/625-2008). Campus visits can be arranged through the Admissions Office.

To be admitted to the General College, you must apply to the University and specify "General College" as the college choice on the application. Forms are available from the University 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.

Requirements for Admission—

Applicants must have a *high school diploma* or a high school equivalency certificate (*GED*) as a pre-condition for being considered for admission to General College. A waiver of this requirement may be granted under very limited circumstances upon written petition from the applicant and after review and decision by the General College Admissions Office.

Although it is not required for admission, prospective students are strongly encouraged to take the *ACT Assessment Program Test*. The results of this test will assist in academic planning and advancement of the student.

In addition to a high school diploma or GED, the *Michigan English Language Assessment Battery (MELAB)* is required of all non-native speakers of English (not on an international student visa), who must score a *minimum of 65* on the MELAB as a pre-condition for being admitted to General College for fall quarter. Students with MELAB scores of 65 to 77 will be required to take General College's Commanding English (CE) program. CE admits students to its instructional program during fall quarter only; consequently, non-native speakers of English who seek winter or spring admission must score at least 78 on the MELAB to be admitted. Failure to take and report the results of the MELAB test is sufficient grounds for

having your admission or registration cancelled.

International applicants on a student visa must have the equivalent of a high school diploma with a minimum GPA of 2.40 to be considered for admission and are also required to undergo individual review by the GC Admissions Office.

Transfer students from another college must have no more than 38 attempted college credits, with a minimum GPA of 2.00, to be considered for admission.

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

<i>Quarter</i>	<i>Opening</i>	<i>Estimated Closing</i>
Fall 1989	October 1, 1988	May 15, 1989
Winter 1990	August 1, 1989	October 15, 1989
Spring 1990	December 1, 1989	January 15, 1990

Applications will be reviewed beginning on the opening review date until GC's admission goal is reached for that quarter; admissions will then be closed. *The estimated closing date is not a guaranteed deadline*, but an estimate of when GC expects to reach its admission limit for that quarter. If you apply after admissions are closed, you may request consideration for later admission. To check on the status of your admission, call the University Admissions Office (612/625-2008).

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 1990-91 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.

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).

Joint General College/Continuing Education and Extension

(GC/CEE)—In order to maintain admission in General College and be eligible for financial aid and some GC student services, students who plan to transfer to the regular General College day program after initial registration in Continuing Education and Extension or Independent Study must not have accumulated more than 38 attempted credits, and must have a minimum GPA of 2.00.

Tuition Deposit—If you are admitted to a Twin Cities college as a freshman, you must submit a nonrefundable \$50 tuition deposit to be applied to your first quarter's tuition. The tuition deposit deadlines are May 1 for fall quarter, November 1 for winter, and February 1 for spring. You must pay the deposit by the deadline or within two weeks after the date on your admission notification letter (whichever is later). If you do not submit the deposit by the deadline, your admission may be rescinded.

A.A. Program—All program requirements for the General College associate in arts (A.A.) degree must be completed by the end of Summer Session II, 1991. Students entering General College without prior college credits need to 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 considered for admission to the A.A. program as late as fall quarter 1990, depending upon the number of credits they had earned prior to admission to GC.

Adult Specials—Entering students who are not degree candidates may be considered for adult special student status on a limited basis. To enroll in the General College as an adult special, you must receive permission from a GC

admissions counselor. Permission to register as an adult special is granted only for specific purposes and for one quarter at a time.

Transfer of Credit

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

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 in General College 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, 41 Appleby Hall (612/625-3339) and return the completed form with a \$30 nonrefundable fee, payable to the University of Minnesota.

Career Development Experience—In recognition of the skills and aptitudes that students may have acquired through their career development experiences, the General College may award credit for such experience toward a GC degree until 1991. The General College considers requests for this kind of 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

Requirements

committee evaluates such 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. The total number of credits allowable for career development experiences and other acceptable program-related noncollege training and experience is 45 credits toward the A.A. degree. To have your career development experience assessed, ask for an application form from General College Student Services, 41 Appleby 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 attend a two-day orientation/registration program sponsored by the University. During orientation, which takes place shortly before your 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.

Entrance Assessment Tests—Each student admitted to GC is required to take the Entrance Assessment Tests, which measure competence levels in reading and mathematics. Results of these tests are used to assist in course placement. The tests are given frequently throughout the year at convenient locations. Notification of times and places will arrive shortly after students' acceptance letters. Students will be notified of their test results by mail.

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—An important part of orientation is registration. You will be notified of your orientation/registration date by mail. At orientation, you will receive the *Class Schedule*, *General College Student Handbook*, other registration materials and instructions, and an appointment time for registration. An adviser will help you plan your first quarter's program in the Base Curriculum (see page 7) and will also help you 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 a Student Services adviser for your first year of college. After your first year, you will be reassigned to a faculty adviser. Advisers will assist you in academic matters and educational planning.

Student Responsibility—Beginning with orientation and continuing throughout your stay at the University, you are responsible for knowing and complying with pertinent information in this bulletin, the *Class Schedule*, and the *General College Student Handbook*. You should also regularly check the notices printed in the "Official Daily Bulletin" column of *The Minnesota Daily* and on the bulletin boards outside of 25 Appleby 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 planning in preparation for registration, to complete planning your General College education, and to explore options available to you as you approach the 90-credit cut-off point. In the quarter just before you reach 75 credits, you must meet with a Student Services adviser to complete plans for graduation from the associate in arts program and discuss preparations for your next phase of academic or career development.

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 41 Appleby 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; after mid-quarter in fall, winter, and spring; and beginning in May for summer sessions. Returning students

may now take advantage of early fall registration in May.

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 (the earliest time you are allowed to register) will be printed on your *Registration Status Notice*, which you will receive in the mail prior to registration. Times are assigned according to an alphabetical rotation system. You may register at Fraser Hall either on or after your assigned queue time—never before.

Registration Procedures—Planning ahead is the key to registration. Make an appointment with your adviser early in the quarter to fill out a *Student/Adviser Conference form*. During the session, choose a wide variety of courses, since many may be closed when you actually are allowed to register. On your queue day, go to the Registration Center in 25 Appleby Hall to fill out your registration forms. Check the course closure sheets to make sure your courses are still open. Go to 202 Fraser Hall to officially register on the computer. At Fraser Hall, you will receive a computer print-out of your schedule and a fee statement. Double check to make sure that your schedule is correct.

Credit Loads—A normal full-time load for University students varies between 12 and 15 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, although students in special programs and those who receive financial aid should be aware of minimum credit requirements set by the programs or

Requirements

funding sources. Some General College courses have no credit value; however, for financial aid purposes and for full-time student status, these courses have credit equivalencies, which are listed in the *General College Student Handbook*.

Combination Programs—After you have completed one quarter's work in General College courses and earned a C+ average (2.40 GPA), you may register for a combination program in which you supplement your 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.

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.

Holds—Registration holds restrict your registration until the unit that placed the hold either removes it or gives you a temporary release. The General College places holds on students' records when 1) students who are on probation leave school for a quarter or more; 2) students are suspended for lack of academic progress; or 3) students have accumu-

lated excessive credits in the college (see *Academic Standing*, below). Other units of the University may place registration holds, usually for financial indebtedness (to the University, a dormitory, or the library), or in rare cases, for disciplinary reasons. Financial holds usually also restrict students from being able to obtain transcripts.

Repeating Courses—Some courses are offered for repeated enrollment up to a maximum of a stated number of credits. In addition, 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 must *again register and pay tuition for it*. Both the first and second grades will remain on your transcript; the lower grade is bracketed, and only the higher grade is 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** (visitor) 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—Cancel/adding is the process by which you change your original registration. Forms for cancel/adding are available at 25 Appleby Hall. Routine changes, such as switching sections of a course or chang-

ing your grading system, do not require your adviser's signature. However, changes that substantially alter the program your adviser recommended, involve a large number of credits, or replace General College courses with those from other colleges *do* require your adviser's 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 the practice. It is your responsibility to get information about course requirements and the instructor's expectations. After the first week of classes, you must have the instructor's signature in order to add a course. To enroll in a course that is closed, you must have the instructor's written approval and signature on an override permission slip; these slips are available at 25 Appleby Hall.

Cancelling Courses—You may cancel a course until the end of the sixth week of the quarter (or third week of the summer term) and receive a **W** (withdrawal), which will be recorded on your transcript. If you cancel a course before the end of the second week of the quarter (or first week of the summer term), the course will be removed from your transcript. If you want to 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 25 Appleby Hall. If the instructor of the course approves your request, the instructor must sign the form 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 25 Appleby 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 fourth week of the

quarter (or second week of the summer term) are entitled to tuition refunds on a prorated basis. For cancellations after the fourth week of the quarter (or second week of the summer term), no refunds are made.

Cancelling Retroactively—The University requires that you cancel a course within the quarter you registered for it, but in a very limited number of circumstances allows students to cancel a course after the end of the quarter. 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 requires authorization by the instructor in a signed statement accompanied by a *Final Attendance Verification form*. Instructors may refuse permission for retroactive cancellation.

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 are encouraged to schedule an exit interview with an adviser in 41 Appleby 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, 41 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-3339).

Requirements

Credits, Grades, and Records

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

No-credit courses are offered for students whose academic preparation falls below University Preparation Standards. Although these no-credit (0xxx) courses do not count toward graduation, they do count toward the minimum credit load requirements for financial aid eligibility and for athletic eligibility. Grades earned in no-credit courses are included in computing grade averages in GC for successful academic progress and for the Dean’s List. Since other colleges review these grades, students are encouraged to do as well as possible in all their courses—credit and no-credit.

Grading Systems—General College uses two grading systems: A-F (A-B-C-D-F) and S-N (satisfactory-no credit). 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 *A-F grading system* used in the General College shows distinctions within letter grades by assigning a plus or minus to them. This system permits instructors to report a more accurate assessment of each student’s standing in class. The letter grades and their grade point equivalents are as follows:

A or A+ = 4.00	C = 2.00
A- = 3.60	C- = 1.60
B or B+ = 3.20	D or D+ = 1.20
B- = 2.80	D- = 0.80
C+ = 2.40	F = 0.00

The *S-N grading system* encourages 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.

However, students who plan to transfer to another college 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.

S Grade—To receive an S in a General College course, you must earn a passing grade. Standards for what constitutes passing are up to individual instructors. 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 of S toward a General College associate in arts degree; these may include credits of S in courses from other colleges of the University. 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.

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. An I will automatically convert to an F or an N (depending on whether the course was taken A-F or S-N) on a student's record after the student completes a subsequent quarter of registration following the quarter in which the I was earned. 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*. You must take the initiative to cancel a course in a timely way. To avoid an unfavorable transcript, you should cancel as early as possible within the same quarter so that you and the instructor are available to each other and able to complete the process.

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 expressed as grade point averages (GPA). To compute the GPA, multiply the number of credits by the grade point equivalent for each course, add the grade points together, and divide by the total number of credits. For example:

Course	Grade	Credits		Grade point equivalent
1166	A	5	x	4.00 = 20.00
1481	B-	3	x	3.20 = 9.60
1284	C+	4	x	2.40 = 9.60
				39.20

$39.20 \div 12cr = 3.26 \text{ GPA}$

F, N, and Grade Average—F's are included in the computation of grade averages throughout the University. In the General College, both F's and N's are included in assessing academic progress, and N's are treated as unsatisfactory grades. Therefore, both grades will work to your disadvantage in maintaining satisfactory progress and pursuing completion of a degree. They may also affect your acceptance into degree programs in other colleges.

Day School Grades—Grade reports are distributed to students at the end of fall and winter quarters by the Office of the Registrar. 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 the Registrar.

CEE Grades—Grades earned in courses taken through Continuing Education and Extension (CEE) are mailed to students and appear on a separate transcript. Beginning in spring 1989, CEE grades will also be automatically entered onto students' day school transcripts.

Classroom Policies

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

Requirements

deny you admission if the course is full. You must *officially cancel* any course to which you are denied admission.

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

Monitoring Academic

Performance—General College instructors use *Academic Alert* forms to report problems their students are encountering in areas such as academic performance, class attendance, getting books or supplies, housing needs, financial aid, or day care. These reports are made to advisers for their follow-up with students to help resolve these problems.

In addition, instructors in Base Curriculum program courses evaluate and report on students' academic progress around the fourth week of each quarter. Copies of the *Fourth-Week Student Progress Review* go to the student, the student's adviser, and the student's file. Advisers discuss the reviews with students to help them make future registration decisions and to do any needed educational planning, which may include arranging for study skills assistance, tutoring, and personal or financial counseling.

Faculty use seventh-week progress information to provide feedback to advisers about students who are not making satisfactory progress in mathematics and/or writing courses and who may need to repeat these courses. Further, in the eighth week, instructors in some mathematics and writing courses recommend to students, and to their advisers, course selection for the following quarter. Such recommendations are intended to provide the best

possible sequence and planning for continuing students.

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

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

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. Failure to comply with these standards of conduct may result in suspension or

expulsion from the University. Mature and responsible behavior in the academic environment is expected of all students.

Honesty—As a student, you help 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 or paraphrasing 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 having academic difficulty are identified. Early identification of students who may be having difficulty enables them to obtain needed assistance as soon as possible.

Satisfactory Progress—In order to monitor student progress closely, the General College reviews academic progress on a quarterly basis. Students in the General College are required to meet the College's minimum academic expectations—a 2.00 GPA—each quarter they are registered. Grades of A, B, C, D, and S are considered satisfactory, while grades of N, I, and F are considered unsatisfactory. Grades of W are not counted in the review. The General College's no-credit (0xxx) courses are counted at their credit equivalence level in the reviews for both grade average and credit completion.

Dean's List—Each academic quarter, students of outstanding academic achievement are recognized by being named to the Dean's List. A letter of congratulation is sent to these students from the Dean of the General College, and a notation is placed on the student's transcript for that quarter. Dean's List eligibility standards are listed below:

A level of B (3.00 GPA) is the minimum standard for Dean's List eligibility, with the following refinements:

1. At least 12 credits must be completed during the quarter at the minimum B (3.00 GPA) level.
2. At least 8 of the minimum 12 credits at the B (3.00 GPA) level must be taken under the A-F grading system; no more than one third of the credits may be taken under the S-N system.
3. Students' total coursework registration is considered in the GPA calculation, including 0xxx courses at their equivalent credit value.
4. Grades of S are not counted in the GPA calculation.
5. W (withdrawal) grades are not counted in calculating the Dean's List GPA or credit total.
6. Students who receive I (incomplete), F (failing), or N (no credit) grades are *not* eligible for the Dean's List.
7. Coursework taken in Extension (CEE) by General College students will be included in the Dean's List review when that coursework is entered onto the day school record.

Unsatisfactory Progress—Students who do not meet satisfactory progress standards will be placed on academic probation, effective immediately following the review of any quarter's grades.

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.

Requirements

Progress toward Transfer—At the end of their first year in the General College, students will work with advisers to assess their progress toward transfer to a baccalaureate degree program. At that point, students whose records show a lack of progress toward transfer will receive counseling from the academic progress staff and may be encouraged to seek other educational options. Students will be assessed again within their second year in the college to determine whether they are progressing satisfactorily toward transfer to an appropriate degree program.

Excessive Credits—Because the General College's mission is to prepare students for transfer, students are allowed to complete a maximum of 90 college-level credits in the General College. As students approach 90 credits, they should discuss with their adviser or an adviser in Student Services their educational and career alternatives.

If you remain in the General College until you complete 90 college-level credits, you are strongly encouraged to satisfy the requirements for the A.A. degree and apply to receive it. Since the A.A. degree will be phased out by the end of second Summer Session 1991, students wanting to earn this degree must complete all requirements by that time.

Students who complete 90 college-level credits in the General College but have not transferred will be placed on a registration hold prohibiting further registration in General College. Exceptions to this restriction are made on the basis of individual review by academic progress staff, usually requiring an agreement in writing between the student and the proposed transfer college.

Student Records

Access and Confidentiality—In accordance with federal laws such as the Family Privacy Act, regents' policy limits 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 the Registrar, 150 Williamson Hall (612/625-5333).

Reactivation—Students who have been admitted to General College baccalaureate programs must complete all degree requirements *no later than the end of second Summer Session 1991*. Students will be considered inactive if they have discontinued their studies for a year or more. In the short time remaining before GC baccalaureate degrees are phased out, students should make every effort to remain active in pursuing these degrees. Students who have been inactive must request a review of their records at least one quarter before they intend to resume their studies. Requests for reactivation should be addressed to the General College Baccalaureate Programs Office (612/625-3355), 49 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455.

Grievance Process

Complaints about a course or the way it is conducted or differences you may have with a faculty member can often, and

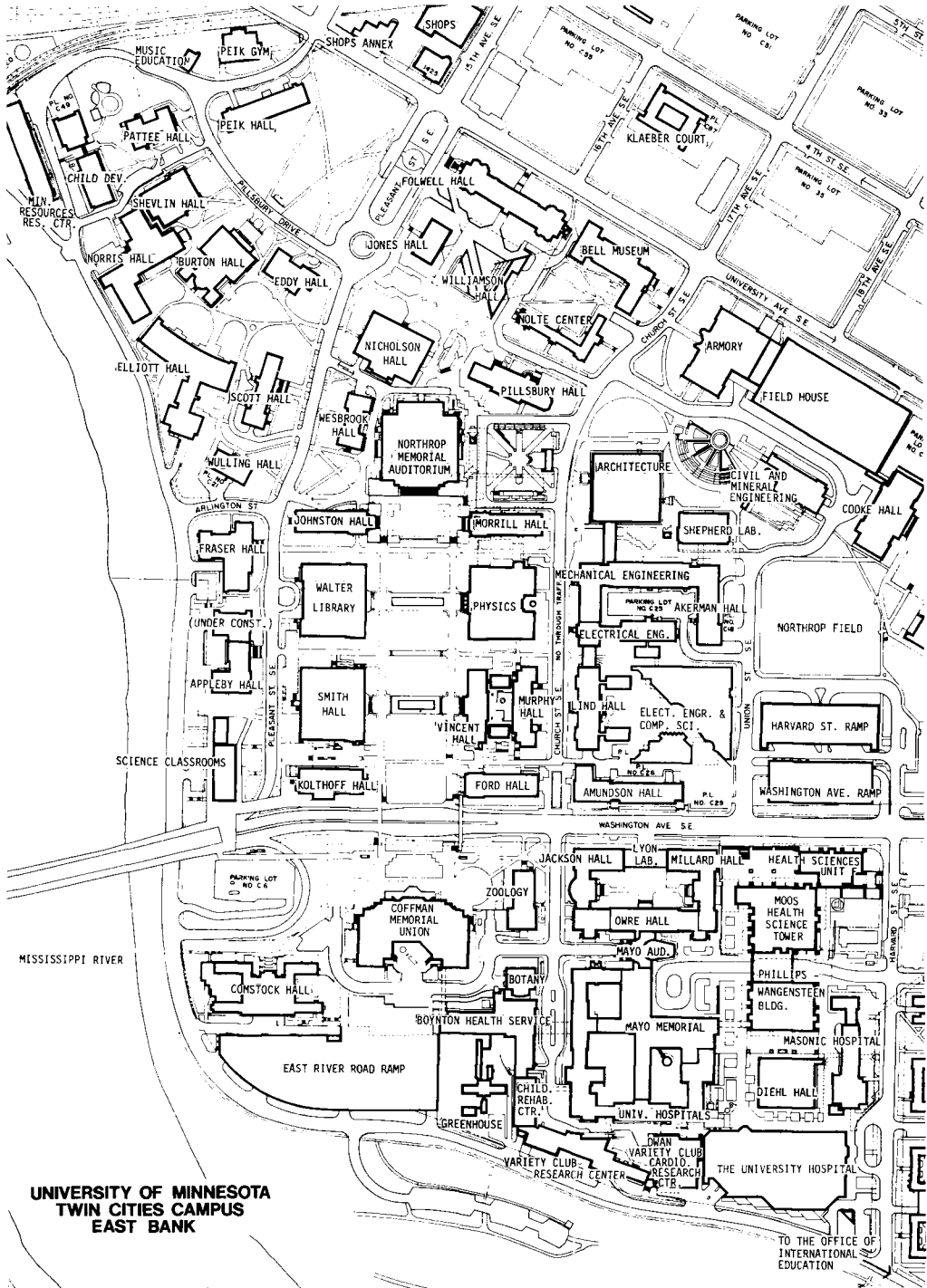
should whenever possible, be resolved informally. As a first step, talk to the person with whom you have the disagreement. If that fails, present your complaint to the department head. But if that is not successful, the General College has an established formal procedure for handling grievances. You may file a claim with the Grievance Review Officer of the General College, and ultimately, if necessary, with the Grievance Committee, composed of faculty, professional academic, civil service, and student representatives.

Graduation

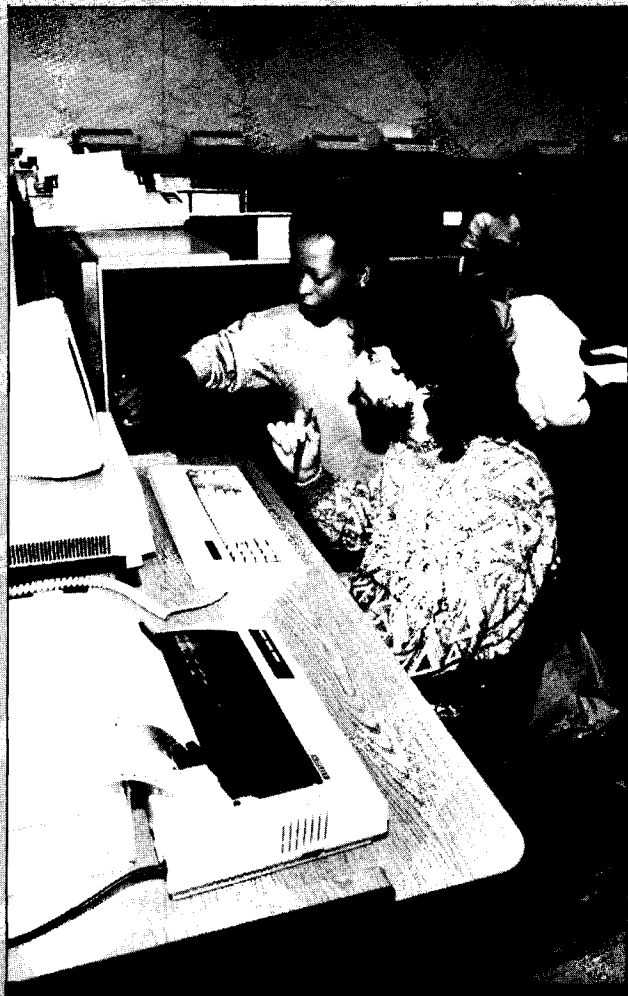
Application—If you are an *A.A. degree* candidate, apply for graduation at 150 Williamson Hall by the second week of the quarter in which you expect to complete 90 credits and satisfy all requirements for the degree. If you are a *B.G.S. or B.A.S. degree* candidate, apply for graduation at 150 Williamson Hall and at the General College Baccalaure-

ate Office, 49 Appleby 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 in which you intend to graduate.

Commencement Ceremonies—In June of each year, the General College honors graduating students and their families at a commencement ceremony. 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 being recommended for consideration as a student speaker on the occasion of your graduation, ask for more information at 211 Appleby Hall (612/625-3413).



Courses



Courses

Subject Area List

These are the courses likely to be offered in 1989-91:

- Art**
1311—Art: General Arts
1312—Visual Heritage
1481—Creativity: Art Laboratory—Experiences in the Media
1485—Creativity: Photography I
1486—Creativity: Photography II
- 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
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
1575—Introduction to Data Processing
3534—Consumer Transactions and the Law
3560—Personnel Administration
3571—Computer Approach: Problem Solving
3602—Applied Supervision
3761—Consumer/Buyer Behavior
- Communication**
1374—The Movies: An Introductory Course
1461—Oral Communication: Basic Principles
1464—Oral Communication: Group Process and Discussion
1465—Oral Communication: Interpersonal Communication
3374—Film and Society
3464—Communication in Organizations
- Cultural Studies**
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 Experience
1816—Afro-American Literature
1817—Blacks in Contemporary Society
1835—Asian-American Experience
1836—Asian-American Literature
1837—Asian-American Women
- Family Studies**
1721—Marriage, Family, and Personal Fulfillment
1722—Home Life: Parent-Child Relationships
1731—Consumer Problems and Personal Finance
- Humanities**
1374—The Movies: An Introductory Course
1375—Humanities in Modern Living
3374—Film and Society
3376—Humanities: The Experience of Aging
- Literature**
1365—Literatures of the United States
1366—Literature: Images of Women in Literature
1371—Literature: Reading Short Stories
3377—Murder, Mystery, and Mayhem: Whodunit?
- Mathematics-Computer Studies**
0611—Mathematics Skills Review
0615—Arithmetic Problem Solving
0616—Algebraic Problem Solving I
0617—Algebraic Problem Solving II
0618—Intermediate Algebraic Problem Solving
0621—Elementary Algebra
0623—Plane Geometry
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—Musical Heritage
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
- 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
- 1701—The Psychology of Personal Effectiveness
- 1705—Psychology and the Management of Stress: Theory and Application
- 3003—Seminar in Tutoring and Learning in Psychology

Reading and Writing

- 0401—Reading Comprehension (Commanding English students only)
- 1041—Developing College Reading
- 1043—Learning Strategies: Reading and Study Improvement
- 1045—Developing College Writing
- 1051—Introduction to College Reading and Writing
- 1421—Writing Laboratory: Basic Writing
- 1422—Writing Laboratory: Communicating in Society
- 3423—Writing the Research or Survey Report
- 3425—Writing for Business and the Professions

Social Sciences

- 1211—People and Problems
- 1221—Minnesota: History
- 1230—United States: Recent History
- 1231—United States: Growth of National Power
- 1232—United States: Growth of American Technology
- 1235—United States: Law in Society
- 1236—United States: The Crime Problem
- 1237—United States: Juvenile Delinquency
- 1241—Historical Biography
- 1285—Cultural Anthropology
- 1294—Economics in Contemporary Society
- 1295—Economic Perspectives: Micro Principles and History
- 1296—Economic Perspectives: Macro Principles and History
- 3232—The Impact of American Industrial Technology
- 3235—Poverty Law

Study Skills, Career Exploration, and Personal Development

- 1043—Learning Strategies: Reading and Study Improvement
- 1076—Career Planning
- 1086—Higher Education Survival Seminar
- 1471—Creativity: Creative Problem Solving
- 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 C+ (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.

Δ 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.

Courses

0401. READING COMPREHENSION. (No cr; prereq Commanding English enrollment)
For non-native speakers of English only. Developing strategies necessary for meaningful, reflective reading in a second language. Prereading strategies, identifying and finding support for main ideas, determining the author's point of view, using the content to determine meanings of words, and vocabulary development.

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.

0615. ARITHMETIC PROBLEM SOLVING. (No cr, §0611; prereq GC math level B)
For students wanting a problem-solving approach to a review of arithmetic. Mathematical problem solving with fractions, decimals, percents, measurement, geometry, ratio, proportion, estimation, variables, expressions, and equations.

0616. ALGEBRAIC PROBLEM SOLVING I. (No cr, §0621; prereq GC math level C or 0615, 0643)
For students wanting a problem-solving approach to the topics of the first part of elementary algebra. Signed numbers, variables, expressions, equations, inequalities, exponents, polynomials, rational expressions, and applications of these topics to real world problems.

0617. ALGEBRAIC PROBLEM SOLVING II. (No cr, §0625; prereq GC math level D or 0616)
For students wanting a problem-solving approach to the second part of elementary algebra. Factoring, rational expressions, systems of equations with two variables, Cartesian graphing, radicals, quadratic equations, and applications to real world problems.

0618. INTERMEDIATE ALGEBRAIC PROBLEM SOLVING. (No cr, §0631; prereq 0617)
For students who have taken previous problem-solving courses and who want a problem-solving approach to topics in intermediate algebra. First- and second-degree equations and inequalities, rational and radical expressions, graphing, functions, and logarithms.

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.

0623. PLANE GEOMETRY. (No cr, §Math 0007; prereq GC math level D or 0621 or 1435 or Math 0006)
Elements of plane geometry with some geometry of solids equivalent to one year of high school plane geometry, with adequate time given to each topic.

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, graphing functions and relations, exponential and logarithmic functions.

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.

1041. DEVELOPING COLLEGE READING. (3 cr; prereq Commanding English enrollment)

For non-native speakers of English only. Comprehension and study strategies necessary for reading college-level textbooks. Previewing a textbook for content and organization, underlining and making marginal notes, outlining, anticipating test questions, and interpreting technical vocabulary.

1043. LEARNING STRATEGIES: READING AND STUDY IMPROVEMENT. (2 cr; prereq instructor's approval, concurrent registration in an approved GC subject-matter course; S-N only)

Individualized course in which students learn and practice reading and study strategies for previewing, reviewing, studying textbooks; memorizing; note-taking; organizing materials. Taught tutorially with content-area reading assignments.

1045. DEVELOPING COLLEGE WRITING. (3 cr, prereq referral from GC 1421)

Responding to a variety of writing opportunities. Being conscious of audience, substance, and style; developing methods of talking about and revising writing; improving ability to edit writing to conform to principles of standard American English. Individualized, learning center format with tutorial assistance.

1051. INTRODUCTION TO COLLEGE READING AND WRITING. (5 cr, §1407)

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

1076. CAREER PLANNING. (3 cr, §1502; offered through CEE only)

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)

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.

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, 4 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)

Courses

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, 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)

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)

1230. UNITED STATES: RECENT HISTORY. (5 cr)

Twentieth-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: GROWTH OF AMERICAN TECHNOLOGY. (5 cr, §3232)

Interdisciplinary examination of some major areas of American technology; development as part of an interconnected system of inventors and entrepreneurs interacting with historic, geographic, economic, and political factors/forces here and abroad. (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)

Study and comparison of roles of historic and contemporary figures, both prominent and little known, in influencing and being influenced by the Civil War or World War II/Cold War eras. (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. 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)

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. VISUAL HERITAGE. (3 cr; 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. MUSICAL HERITAGE. (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)

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. Intellectual factors that influence orientations, values, and standards by which people choose to live. (GrC)

1355. PHILOSOPHY: PROBLEMS OF ETHICS. (4 cr)

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

1357. PHILOSOPHY: WORLD RELIGIOUS BELIEFS. (5 cr)

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

Courses

1365. LITERATURES 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)

1371. LITERATURE: READING SHORT STORIES. (4 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. THE MOVIES: AN INTRODUCTORY COURSE. (4 cr)

Films as art forms and as communication media. Students view films in class, may read film scripts, and may attend film showings locally to learn how to analyze films and to recognize their unique characteristics. (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)

1421. WRITING LABORATORY: BASIC WRITING. (4 cr)

Students write on various topics in response to reading and discussion. Personal help with writing problems. Emphasis on clear and effective written expression through extensive writing and revision. (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. Extensive writing practice. (GrE)

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

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. (4 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)

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)

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

Opportunity for creative experiences in number of art media. Laboratory planned and operated to meet individual needs and interests of students and to provide means to develop creative awareness and ability. Includes reading assignments, lectures, and gallery trips. (GrD)

1483. CREATIVITY: MUSIC LABORATORY—HOW TO READ AND WRITE MUSIC. (3 cr [may be repeated for max 6 cr]; open to students with or without previous musical training)

Students learn to read, write, and perform music notation. Includes note names, rhythmic and meter symbols, key signatures, and scales. Opportunity to compose also. (GrD)

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)

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

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

1533. FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS. (5 cr; prereq GC math level C or 0611 or 0615)

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 the 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.

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)

Courses

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; offered through CEE only)

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)

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 make-up 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)

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)

3001. GENERAL COLLEGE UNDERGRADUATE TEACHING INTERNSHIP. (Cr ar [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 Associate Dean for Student Services and Development) 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)

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. Relationship of technology to political, economic, cultural, and scientific developments. (GrC)

3235. POVERTY LAW. (5 cr; prereq 1235 or #, Δ; 1212 recommended) Causes of poverty and problems that poor people encounter. Students learn how to function as advocates for themselves or others who receive public assistance (AFDC families, senior citizens, minorities, and the employed poor). Housing problems, domestic relations, health care, and legal system in relation to their impact on the poor. (GrC)

3335. MUSIC OF THE 20TH CENTURY. (4 cr; final offering 1991) 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)

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, Simonon, 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)

Courses

3423. WRITING THE RESEARCH OR SURVEY REPORT. (4 cr; prereq 1422; final offering 1991)

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)

3425. WRITING FOR BUSINESS AND THE PROFESSIONS. (4 cr, §3531; prereq 1422; final offering 1991)

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; final offering 1991)

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)

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—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 modifications, 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)

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)

Conflict and Social Change

(final offering 1990-91)

3834. CONFLICT AND SOCIAL CHANGE: HUMANITIES. (3 cr; prereq ¶3835, ¶3836) (GrD)

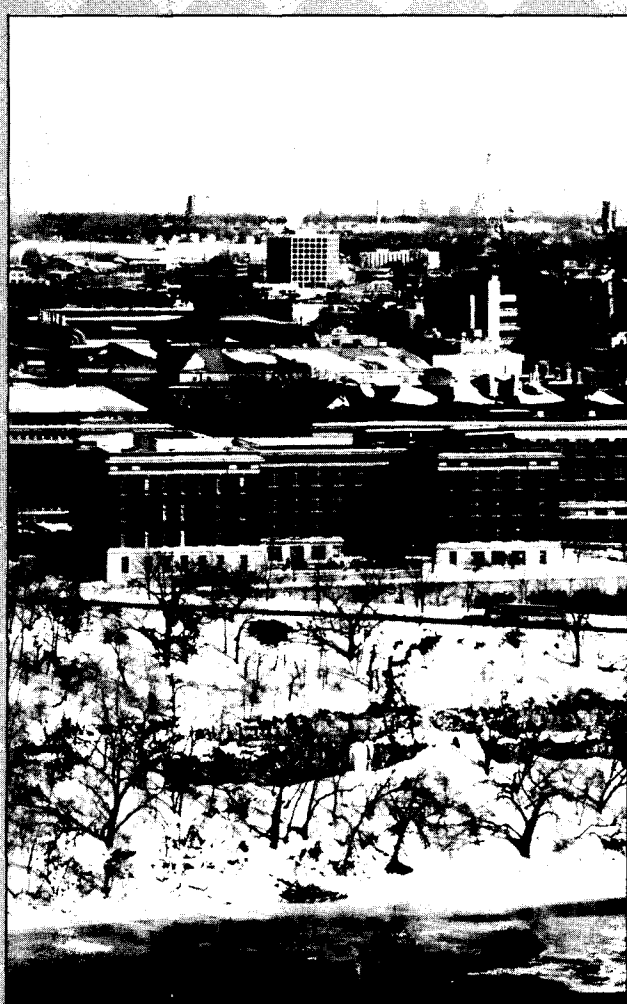
3835. CONFLICT AND SOCIAL CHANGE: SOCIAL SCIENCE. (3 cr; prereq ¶3834, ¶3836) (GrC)

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.

Administration and Faculty



Administration and Faculty

University Regents

David M. Lebedoff, Minneapolis, Chair
Mary T. Schertler, St. Paul, Vice Chair
Wendell R. Anderson, Wayzata
Charles H. Casey, West Concord
M. Elizabeth Craig, Minnetonka
Jack P. Grahek, Ely
Wally Hilke, St. Paul
Elton A. Kuderer, Fairmont
Charles F. McGuiggan, Marshall
Wenda W. Moore, Minneapolis
David K. Roe, Minneapolis
Stanley D. Sahlstrom, Crookston

University Administrators

Nils Hasselmo, President
Gordon M. Donhowe, Senior Vice
President for Finance and Operations
C. Eugene Allen, Acting Vice President
for Agriculture, Forestry, and Home
Economics
Nicholas K. Barbatsis, Acting Vice
President for Student Development
Shirley M. Clark, Acting Provost and
Vice President for Academic Affairs
William P. Donohue, Acting Vice
President and General Counsel
Richard B. Heydinger, Vice President for
External Affairs
Cherie R. Perlmutter, Acting Vice
President for Health Sciences

General College Administrators

David V. Taylor, Dean
Evelyn Unes Hansen, Associate Dean of
the College
Marjorie K. Cowmeadow, Associate
Dean for Student Services and Devel-
opment
Barbara R. S. Foster, Administrator

General College Faculty

Professor

Fred M. Amram*
Frank T. Benson
Thomas F. Brothen*
Terence G. Collins
Dolores E. Cross

Douglas M. Dearden
Jerome E. Gates*
Jill B. Gidmark
David L. Giese*
Evelyn U. Hansen*
Dennis R. Hower*
M. Barbara Killen*
Alex Kurak
Roger A. Larson
Jeanne T. Lupton
William B. Schwabacher
Candido P. Zanoni*

Associate Professor

Del Adamson
Thomas C. Buckley*
Richard D. Byrne
Joan B. Garfield
Jay T. Hatch
Allen B. Johnson*
Fred A. Johnson
Gail A. Koch*
Patrick A. Kroll*
Sander M. Latts
Dewain O. Long
Carol A. Miller
Mary K. Nelson
Ivan M. Policoff
Douglas F. Robertson
Richard E. Uthe
Robert E. Yahnke

Assistant Professor

Lisa D. Albrecht
Aparna B. Ganguli
Mary Ellen Gee
Peter T. Kahn
Laura C. Koch
Shari L. Peterson
Geoffrey M. Sirc
Gail A. Thoen
Cathrine A. Wambach
Gloria B. Wood

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

Academic Professional

Ahmad Azzahir
Louis Bellamy
Cynthia Calvin
Marjorie Cowmeadow
Lois DeLeon
Joyce Denham
Yolanda Dewar
Karen Frei
Valerie Geather
Caroline Gilbert
David Healy
Lois MacKenzie
Cynthia Pavlowski
Mahlon Pitney
Lynda Price
Bruce Schelske
Sharyn Schelske
Mary Ellen Shaw
Beverly Stewart
Diane Wartchow
J. DeWitt Webster
Christine Whyatt
Dao Yang

Index

- Abbreviations and Symbols 33
Academic Performance, Monitoring 26
Academic Progress 3, 12
Academic Standing 27
Accommodations for Students with Disabilities 2
Admission (see Application/Admission) 3, 12, 17, 18
Adult Special 19
Advising 3, 12, 21
 Assignment to Adviser 2, 20, 21
 Peer 21
 Advocacy 12
Application/Admission 3, 12, 17, 18
Art 32
Assessment, Entrance Tests 20
Associate in Arts Degree 8, 14, 15
 Admission 8
 Application for Graduation 29
 Credit Requirement Summary 15
 Program 14, 19
 Reinstatement 15
 Technical Institute Credit 8
Attendance at Classes 25, 26
Auditing Courses 22
- Baccalaureate Degree Programs 3, 8
 Application for Graduation 29
 Reinstatement After an Absence 28
Base Curriculum Program 7, 14
Biological Sciences 32
Bulletins 2
Business Studies 32
- Cancel-Add Procedures 22, 23
Career and Personal Development 12, 33
Career Exploration 33
Certificate Programs 8
Changes of Registration 22
Class Attendance 25, 26
Class Schedule 2
Combination Program (Non-GC Courses) 22
Commanding English Program (CE) 9
Communication 32
Conduct Code, Student 26
Confidentiality of Records 28
Continuing Education and Extension 8, 19, 22, 25
Cooperative Studies 8
Correspondence Study (Independent Study) 19
- Council on Liberal Education (CLE) 14, 17
 Courses Classified 17, 33
 Group Distribution Areas 17
 Requirements 4, 17
Courses 32, 34
 Additions 22, 23
 Auditing 22
 Cancelling 22, 23
 by CLE Group Distribution Areas 17
 by Subject Areas 32
 Combination 22
 Descriptions 33, 34
 Individual Study 33
 Numbering System 33
 Repeating 22
 Special Topics 33
 Symbols 33
 Visiting 22
Credit 21, 24
 Assessment 19
 Career Development Experience 19
 Collegiate 19
 Excessive 28
 Fieldwork Internships 8
 Financial Aid Requirement and Grade Standards 20
 Loads, Minimum/Maximum 21
 No-credit Courses 24
 for Noncollege Training 19
 Requirement Summary for Associate in Arts Degree 15
 Residence 15
 Transfer 27
 Transfer of 19
 Value 24
Cultural Studies 32
- Dean's List 27
Degree Requirements 8
Disabilities, Accommodations for Students with 2
Distribution Requirements, CLE 17
Dropping Out of College 23
- English Requirements for International Students 18
Equal Opportunity 2
Examinations 26
 Final, Schedule 26

- Language, for International Students 18
"Extra" Work 26
- Faculty and Staff 44
Family Studies 32
Fieldwork Internships 8
Final Examinations 26
Financial Aid 20
Financial Hold 22
- General College 6
Base Curriculum Program 7
Entrance Assessment Tests 20
Mission 6
Philosophy of Education 6
Governance 11
Grades 24, 25
A-F/S-N System 24
CEE 25
Computing Grade Averages 25
Day School 25
Grade Point Average (GPA) 25
Incomplete 24
Probation 27
Reports 25
Satisfactory Progress 27
Transcript 25
Unsatisfactory Progress 27
Graduation 29
Grievance Process 28
Group Distribution Requirements, CLE 14, 17
- Holds 22
Humanities 32
- Independent Study (Correspondence Study) 19
Instructors' Statements 26
Internships 8, 9
- Language Requirement for International Students 18
Learning Centers and Laboratories 3, 10
Mathematics Learning and Assessment Center 3, 10
Microcomputer Laboratories 10
Reading & Writing Center 3, 10
Social and Behavioral Sciences Learning Center 3, 10
- Learning Opportunities 9
Commanding English 9
Day Community 11
Faculty Research Project 11
Individual Study 9
Internships 8, 9
Learning Centers and Laboratories 10
Special Services/TRIO 11
Student Governance Participation 11
Upward Bound 11
UROB 10
- Literature 32
- Mathematics-Computer Studies 32
Mathematics Learning and Assessment Center 3, 10
Microcomputer Laboratories 10
Minimum/Maximum Credit Loads 21
Mission 6
Music 32
- Notices, Student Responsibility for 20
Numeric Listing of Courses 34
- Official Daily Bulletin 20
Orientation 3, 12, 20
- Personal Development 12, 33
Philosophy 32
Philosophy of Education 6
Physical Sciences 32
Probation 27
Psychology 33
- Queue for Registration 21
- Reading 33
Reading & Writing Center 3, 10
Records 28
Access and Confidentiality of 28
Reactivation of After an Absence 28
Registration 3, 12, 21
Changes in 22
Combination Programs (Non-GC Courses) 22
First-Time 20
Holds on 22
Limits on 14, 15, 21
Procedures 21
Quarterly 21
Student Responsibility for 20, 21

Index

- Repeating Courses 22
- Residence Credit Requirements 15

- Satisfactory Academic Progress 27
- Scholastic Conduct 27
- Social and Behavioral Sciences Learning Center 3, 10
- Social Sciences 33
- Special Services/TRIO 3, 11
- Staff and Faculty 44
- Stopping Out from College 23
- Student Board 11
- Student Conduct and Behavior 26
- Student Rights and Responsibilities 21, 22, 26, 27, 28
- Student Services 3, 12
- Study Skills 33
- Suspension 27
- Symbols, Course 33
- Technical Institute Credit 8
- Tests 20, 26
 - Assessment, Entrance 20
 - Final Examination 26
- Transcripts 25
- Transfer 14, 16, 27
 - Outside University 17
 - Progress Toward 14, 27
 - Within University 16
- TRIO (Special Services) 3, 11
- Tuition Deposit 19

- University Day Community Program 3, 11
- Unsatisfactory Academic Progress 25
- Upward Bound Program 3, 11
- UROP 10

- Visiting Courses 22

- Writing 33

University of Minnesota Bulletin
(USPS 651-720)
Student Support Services
110 Williamson Hall
231 Pillsbury Drive S.E.
Minneapolis, MN 55455

Second-Class
U.S. Postage
Paid
Minneapolis, MN