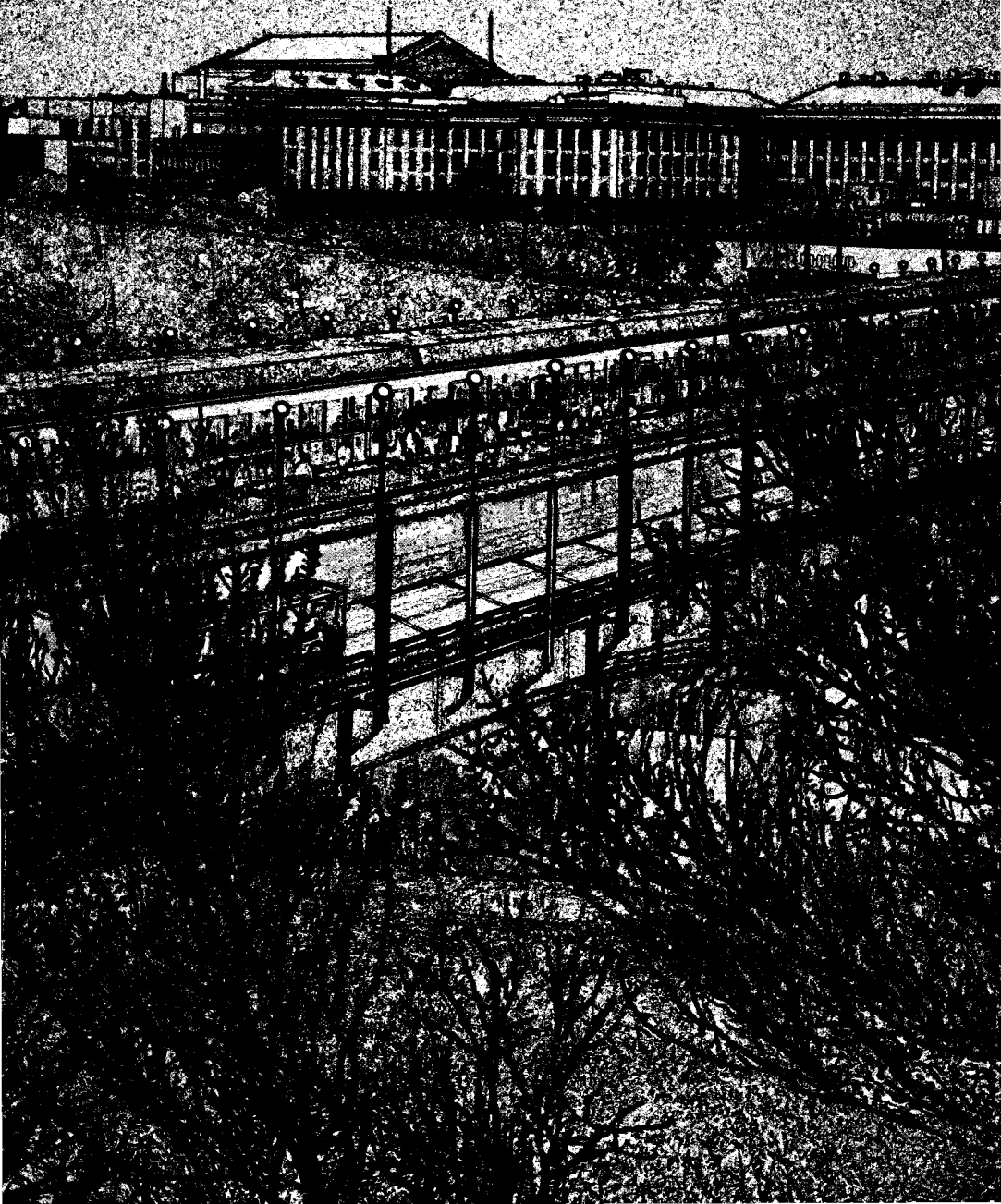


General College

UNIVERSITY OF MINNESOTA

BULLETIN

1995 - 1997



Gateway to the 21st Century



The General College (GC) symbol was designed by the late J MacInnes, long-time GC professor of arts and humanities. The letters "GC" flank traditional symbols of learning (open book, scroll, and flame of a lamp), with a diverse group of students at the center.

All art work was designed by Bruce Challgren in GC's Technical Support Services and by Pat James, assistant professor of art. The cover image, a photograph they took of the Washington Avenue bridge looking towards Appleby Hall, was scanned and manipulated in Adobe Photoshop on a Macintosh computer and enhanced to create an impressionistic drawing. The cover represents the way General College serves as a bridge to the rest of the University and a gateway for our students' goals, dreams, and aspirations.

Text was prepared by Mary Ellen Gee.



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Resources

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

Class Schedule—This publication is issued each quarter and distributed with your registration materials. It lists University day school courses with class hours, rooms, instructors, and prerequisites, and includes registration instructions, 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 in the Office of Admissions, 240 Williamson Hall.

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

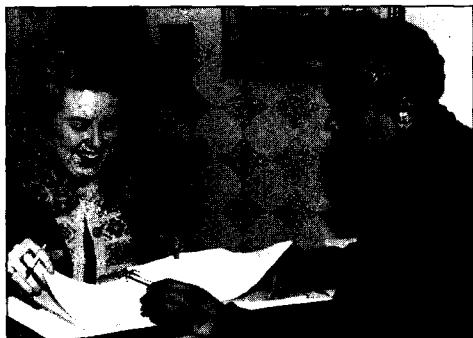
and planning for transfer in your first year and will be a valuable resource throughout the year. The handbook is distributed to new students during orientation or may be obtained from the Information and Referral Center, 25 Appleby Hall, or the General College Advising Center, 40 Appleby Hall.

Adviser—You will be assigned an adviser when you enroll in General College. Your adviser will help you with educational planning and with questions you may have about other academic matters and University resources as well as assist you in self-assessment related to time management, test anxiety, academic stress, study skills and decision-making development, goal setting, and career exploration.

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

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

University Counseling and Consulting Services—University Counseling and Consulting Services (UCCS) offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Resource Center and the Learning and



A student meets with adviser Denise Myers (right).

Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team building, conflict mediation, training, and workshops. UCCS's Measurement Services office administers tests; scores exams, surveys, and research instruments for University faculty; and operates the Minnesota Statewide Testing Program for Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests.

Policies

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

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

This bulletin also is available in electronic format on Internet and may be accessed via Gopher.

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

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be

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

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

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

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

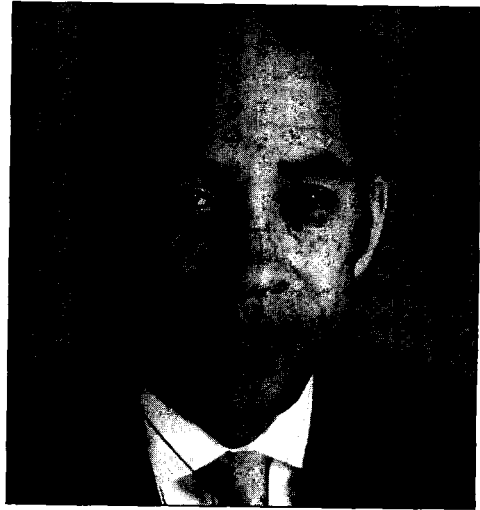
Smoke-Free Campus Policy—Smoking is prohibited in all facilities of the University of Minnesota, Twin Cities campus except for designated private residence hall rooms.

To New and Continuing General College Students:

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

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

The General College community stands prepared to assist you in achieving your academic goals. We look forward to a



productive relationship leading to graduation and meaningful employment opportunities.

Sincerely,

A handwritten signature in cursive script that reads "David V. Taylor". The signature is written in dark ink on a light background.

David V. Taylor, Dean



Members of the Student Board are (left to right) Sammi Mebrahtu, Liz Bork, Terrell Sibley, Clare Malloy, and Bonaventure Nwokocho.

Programs and Services



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

For more than 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 GC turned their attention to students of color, bypassed populations, and adult and lifelong learners.

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

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

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

The Mission of General College

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

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

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

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

Philosophy of Education

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

The college faculty and staff are committed to fostering the integration of knowledge in a community that recognizes the need for lifelong

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

Base Curriculum Program

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

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

Goals of the program are to 1) enable students to meet increasingly rigorous preparation standards and liberal education and

transfer requirements; 2) address the need for improved retention of underprepared and nontraditional populations; and 3) implement instructional strategies whose effectiveness has been demonstrated through experimentation and practice. An evaluation process accompanies the program to ensure needed refinement and the successful attainment of its goals.

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

Transition Curriculum

Students beyond their second quarter in GC register for courses in the Transition Curriculum (TC), which is characterized by more traditional coursework and by the expectation that students possess and can apply increasingly complex academic skills and that they need decreased levels of institutional support.

Continuing Education and Extension (CEE)—GC offers a number of its courses annually through several departments in Continuing Education and Extension (CEE). 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 GC Extension courses is available in the current *Continuing Education and Extension Classes Bulletin*.

Special Learning Opportunities

In recognition of the possibilities for learning that extend beyond the traditional structure of the classroom course, GC offers special and

individualized opportunities for enriching your education, many of which are described below. For more information, consult your adviser, a faculty member, or GC Central, 140 Appleby Hall (612/625-6663).

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 GC and its faculty. Through this means, students who have shown unusual interest and ability in a particular course may elect to work on a related aspect or problem, studying it comprehensively, or undertake directed study within the expertise of the faculty member.

To arrange for 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 140 Appleby Hall and should be returned there. They must be co-signed by your faculty monitor and then approved by the director of curriculum and evaluation (140 Appleby Hall) and the associate dean of the college (109 Appleby Hall). Credits earned in individual study do not usually transfer to other units in the University without special review or petition.

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

Commanding English is a year-long, intensive combination of courses for GC students for whom English is a second language. All such students are required to report recent scores on the Michigan English Language Assessment Battery (MELAB) as part of the application process. Commanding English serves those students whose scores on this test range from 65 to 77. Any student for whom English is not their first language should contact the GC Admissions and Prospective Students Office, 80 Appleby Hall (612/626-7349), very early in planning to ensure timely completion of testing requirements.

Learning centers give students a place to improve and refine their reading, writing, and mathematics, and to 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.

The Reading & Writing Center (RWC) is in 3 Appleby Hall (612/626-1328). Do you sometimes wonder whether what you're writing is what your instructor is really looking for? Ever have trouble thinking of something to write about? Ever start writing but then get stuck? Do you sometimes wonder if what you're writing makes sense to anybody else? Have you had questions about how to document information in a research paper?

Writers like these visit the Reading & Writing Center every day. There they meet student tutors who offer one-to-one consultation on a variety of issues confronting academic writers, as well as on other learning strategies such as note taking or textbook reading.

The RWC also offers computer training for both the IBM and Macintosh. For general consulting, no appointment is necessary; simply drop by the center any weekday. Computer training sessions should be scheduled, either in person (3 Appleby Hall) or by calling the RWC (612/626-1328). Hours are 9 a.m. to 4 p.m. Monday through Thursday, 9 a.m. to 3 p.m. on Friday.

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

All full-time University undergraduates are eligible to apply for UROP funding. Applications are judged on the quality of the proposed project and the educational benefit to the student, and awards are granted to the strongest proposals. For application guidelines and more information, contact the GC associate dean, 109 Appleby Hall (612/625-0300).

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

Study Abroad—GC strongly encourages you to consider overseas study experiences in your undergraduate program. Study abroad can strengthen your application for transfer to another college, help prepare you for a multicultural workplace within a globalized economy, and contribute greatly to your knowledge of the world, your self-confidence, and your understanding of your own culture. You can earn full credit toward your degree while overseas and can usually apply your financial aid. Two kinds of study abroad opportunities are especially attractive to freshmen and sophomores. Intensive language programs in such countries as Austria, China, France, Mexico, Russia, and Spain permit you to do two or three quarters of language in a single quarter's study abroad; and a new program, Liberal Education in England, permits you to fulfill six of the University's liberal education graduation requirements in the space of six weeks during the summer. Even if you prefer to wait until your junior year, your planning should begin now. To explore your options, make an appointment with a study abroad options adviser in 102 Nicholson Hall (612/626-9000).

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

Statement of Purpose—The General College Student Board

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

Membership on the Student Board is open to all GC students. Any student who wants to share in our vision to make GC the best it can be and who is willing to be an active member is welcome to serve on the Student Board. To become a Student Board member, stop by the Information and Referral Center, 25 Appleby Hall, for information. The Student Board office is in 169 Appleby Hall.

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

PROGRAMS AND SERVICES

To be admitted to SSS/TRIO, a student must meet *at least one* of the following eligibility requirements, as determined by the federal government: the student must be a first-generation college student (neither parent having a four-year degree), must meet low-income guidelines, or must have a physical or learning disability. For more information, contact the SSS/TRIO Program, 33 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-0772).

Upward Bound, a TRIO program, is a college preparatory program for low-income, first-generation high school students who have the potential to succeed in college. It is funded jointly by the University of Minnesota and the U.S. Department of Education. Reading, writing, and mathematics skills development are emphasized in the academic segment of the program; theatre, art, athletic, and experiential educational activities constitute the creative and recreational component. Emphasis is on an individualized curriculum and teaching and learning methods that foster the building of positive self-concepts. In addition to completing a six-week residential term, Upward Bound students participate in a program of tutoring and academic coursework during the regular academic year. The Upward Bound Program is in 17 Appleby Hall (612/626-1665).

The Ronald E. McNair Program at the University is a TRIO program that prepares low-income, first-generation college students for graduate study. The University of Minnesota is one of only 62 schools in the nation funded by the U.S. Department of Education to offer this program. Services include:

- Academic counseling.
- Tutoring.
- Graduate Record Examination test preparation.
- Paid research internships.
- Mentoring.
- Graduate School application assistance and advocacy.
- Seminars to help participants prepare for Graduate School.

Students should have completed 75 quarter credits with a GPA of 2.75 or above. If you think you are eligible, come to 33 Appleby Hall for an application or call 612/625-0772 for an appointment with a McNair adviser. The McNair staff will discuss your plans with you, assess your needs, and answer your questions about the McNair application process.

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

University Day Community and City Quest are comprehensive adolescent treatment programs for educationally, emotionally, and behaviorally dysfunctional youth. The programs are funded primarily by Hennepin County Community Services along with other contributions from GC, the University of Minnesota, public schools, and the federal government. Services include family, personal, and group counseling; art and experiential therapy; and individualized academic programming. These behaviorally based

programs also provide internships, field experiences, and work-study employment opportunities for University students. These programs are located at 101 27th Avenue S.E., Suite 101, Minneapolis, MN 55414 (612/627-4107).

Student and Instructional Support Services (SISS)

Student and Instructional Support Services personnel, together with GC faculty and staff, provide a supportive learning community where students can maximize their educational potential and enhance their personal growth. SISS performs a variety of essential functions in GC:

- Orientation.
- Registration.
- Assessing placement testing and its relationship to career selection and educational planning.
- Assisting students in making the transition into college through formal and informal programs.
- Providing students with information regarding their academic progress and supporting their progress through academic intervention strategies.
- Providing students with advising, advocacy, and career counseling needed to realize their goals.

SISS offices are open Monday through Friday from 8:00 a.m. to 4:30 p.m.

SISS activities include:

Orientation and Registration— 25 Appleby Hall (612/625-3339)

Assistance with:

- Interpreting GC entrance test results and course recommendations.
- Understanding resources both within and outside of GC.
- Going through orientation to GC.
- Orientating yourself to services and programs available.

- Understanding curricular and co-curricular expectations and services.
- Getting assigned to an adviser.
- Finding out about registration policies, procedures, and forms.

Information and Referral Center— 25 Appleby Hall (612/625-3339)

Assistance with:

- Picking up brochures, class schedules, GC bulletins, cancel/add forms, request for change in adviser assignment forms.
- Checking on closed classes during registration.
- Finding out who your adviser is and his/her office location, hours, and phone number.
- Scheduling appointments with SISS advisers.
- Referral to other University and GC offices to obtain information on financial aid, transfer to other colleges, and tutoring services.
- Getting information about registration deadlines and procedures.

Career Resource Room— 65 Appleby Hall (612/624-4346)

The General College Career Resource Room is a center staffed by professional counselors who assist students in their exploration of educational, occupational, and career opportunities. Students may schedule an individual appointment with a GC career counselor or use the Career Resource Room on a walk-in basis.

*Career and Personal Development Focus—
Assistance with:*

- Learning about yourself.
- Assessing, testing, evaluating career possibilities.
- Learning about decision making and ongoing career development.
- Deciding about a major and a college for transfer.
- Increasing motivation.
- Solving personal problems and dealing with interpersonal stress.

45- and 65-Credit Check-in, Transfer Planning—Assistance with:

- Exploring decisions and goal setting.
- Preparing a transfer plan.
- Transfer deadlines and applications.
- Making appointments with visiting adviser liaisons.
- Referrals to University of Minnesota transfer specialists.

Resources Available to Help Guide Students in Their Career Search:

- Multicultural career resource library.
- University of Minnesota “Majors Information” files.
- Computerized career guidance programs:
 - Discover.
 - Minnesota Career Information System.
- Career and transfer information bulletin board.
- Quarterly:
 - Workshops on exploring educational goals, majors, and career opportunities.
 - Transfer planning programs (Majors Week, Transfer Days, Career Decision Making, Re-evaluating Your Career Goals).
- Curriculum:
 - GC 1076, Career Planning (offered quarterly).

Advising Center— 40 Appleby Hall (612/626-8703)

In the GC Advising Center, faculty and professional advisers serve as a quick information center for answers that do not require a meeting with an adviser, or to assist students in finding resources for educational planning, academic advising, and course registration.

Additional SISS functions:

Advising and Educational Planning Focus— Assistance with:

- Learning how to register or change your registration.
- Discovering what’s required for transfer to your college of choice.

- Understanding a registration hold.
- Getting answers to questions about probation, suspensions, or appeals.
- Filing a petition.
- Signing up for a workshop on any of the following:
 - Registration planning.
 - How to evaluate your progress toward your educational goals.
 - Transfer planning.
 - Developing a year-long course plan.
 - Study techniques—preparing for tests, effectively taking notes, mastering course material.

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, student-of-color issues.
- Locating informal places to meet, plan, study, and socialize with other students.

Academic Support and Progress Focus— Assistance with:

- Supplemental instruction in certain courses.
- Learning support groups.
- Extended orientation sessions dealing with academic issues.
- Academic strategies in support of excellence and early transfer for students in the GC-CLA EXCELL* Transfer Program.
- Meeting Dean’s List requirements.
- Clarifying probation procedures and regulations.
- Developing academic contracts.
- Dealing with excessive-credit problems and policies.
- Appealing suspension actions.

Requirements

$$\frac{x^2 + 2(x+h) - (x+h)^2}{h}$$

$$h$$

$$\frac{x^2 + 2xh + h^2 + 2x + 2h - x^2 - 2xh - h^2}{h}$$

$$h$$

$$\frac{2x + 2h}{h}$$



Application/Admission

Regular admissions are made for fall and winter quarters only. Each year, GC receives an average of 3,000 applications and enrolls 800 new students—about 750 in fall quarter and 50 in winter quarter. If you are interested in applying for admission to GC but want more information, please contact the Office of Admissions, 240 Williamson Hall: (612) 625-2008, 1-800-752-1000 (toll free), or (612) 625-9051 (TTY). Help with application procedures and other concerns is available from the Office of Admissions. Campus visits also can be arranged through the Office of Admissions. General information sessions about GC for prospective students and their family members or friends are held on Mondays, Wednesdays, and Fridays. Call the Office of Admissions VISITLINE (612/625-0000 or, toll free, 1-800-752-1000) for information about times and locations and to make reservations for a general information session.

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

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

Admission by Individual Applicant Review—If your AAR score is 69 or below, or you have no ACT score, or you are

applying with a GED, you must participate in the Individual Applicant Review (IAR) process and will need to submit additional information about yourself. Admission by the IAR process is available for Minnesota residents only.

The *ACT Assessment Program Test*, though not required for admission, is required by GC before a student can attend orientation and register for class. The results of this test assist in academic planning and advancement of students. *You are strongly advised to take the ACT test as early as possible.* It can take up to a month to receive results after the test is taken. Failure to submit your test results before registration will prevent you from starting GC in the quarter you applied for. If you have applied to GC but have not taken the ACT, you may arrange to do so by contacting the University Counseling and Consulting Services in Eddy Hall (612/624-9853).

In addition to a high school diploma and AAR score, the *Michigan English Language Assessment Battery (MELAB)* is required of all non-native speakers of English (not on an international student visa), who must score a *minimum of 65* on the MELAB as a pre-condition for being admitted to GC for fall quarter. An ACT English subscore of 18 or higher will exempt you from the MELAB test and minimum score requirement. Students with MELAB scores of 65 to 77 will be required to take GC’s Commanding English (CE) program. CE admits students to its instructional program during fall quarter only; consequently, non-native speakers of English who seek winter admission must score at least 78 on the MELAB to be admitted. Failure to take and report the results of the MELAB test is sufficient grounds for having your admission or registration canceled. Priority for filling the Commanding English program spaces will be given to Minnesota residents.

English Proficiency—If English is not your native language, you must take the Michigan English Language Assessment Battery (MELAB) or Test of English as a Foreign Language (TOEFL). An ACT English subscore of 18 or higher will exempt you from the MELAB test and

minimum score requirement. To register for the TOEFL, contact the agency that handles TOEFL registration in your country or write to the Educational Testing Service (Box 899, Princeton, NJ 08540 USA) at least 10 weeks before any scheduled test date. If you are already in the Twin Cities area, you may register for the MELAB with the Asian/Pacific American Learning Resource Center, University of Minnesota, 306 Walter Library, 117 Pleasant Street S.E., Minneapolis, MN 55455. Hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. For more information, call (612) 624-2317. To register for the MELAB outside the Twin Cities area, contact the English Language Institute, Testing and Certification Division, University of Michigan, Ann Arbor, MI 48109 USA, or call (313) 764-2416.

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

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

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

GC currently does not admit nonresident applicants from nonreciprocity states.

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

Transfer Students—Transfer students from another college must have no more than 24 attempted college credits, with a minimum grade point average (GPA) of 2.00, to be considered for admission.

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

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

| Application deadlines | | | |
|--------------------------------------|----------------------------|--------------------------|-----------------------|
| <i>Initial quarter of enrollment</i> | <i>Opening review date</i> | <i>Priority deadline</i> | <i>Final deadline</i> |
| Fall 1995 | October 1, 1994 | December 15, 1994 | June 1, 1995 |
| Winter 1996 | May 1, 1995 | See below | October 15, 1995 |
| Fall 1996 | October 1, 1995 | December 15, 1995 | June 1, 1996 |
| Winter 1997 | May 1, 1996 | See below | October 15, 1996 |

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

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

If you plan to complete all of your coursework through the Extension Classes or

REQUIREMENTS

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)—GC students whose initial registration is through CEE must attend the two-day orientation and comply with the Base Curriculum requirements to maintain admission in GC and be eligible for financial aid and some GC student services. Students who plan to transfer to the regular GC day program after initial registration in CEE or Independent Study must not have accumulated more than 24 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. You must pay the deposit by the deadline or within two weeks after the date on your admission notification letter (whichever is later). If you do not submit the deposit by the deadline, your admission may be rescinded.

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

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

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

Admission Assistance—The GC admissions staff can provide further assistance with:

- Finding out about the status of your admission application.
- Answering parents' questions.
- Answering high school counselors' questions.
- Meeting with parents and counselors for pre-admission conferences.
- Arranging for on-site visits to the college and tours of the campus.
- Arranging for sitting in on classes and meeting with faculty.

Call (voice 612/626-7349; TTY/TDD 612/626-1014) or write to General College Admissions Office, 80A Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455.

Orientation

All new students who enroll in the GC regular day program are required to attend a two-day orientation/registration program sponsored by the University and GC. The overall goals and objectives of orientation are to acculturate students to the University's higher education system and to empower students to be proactive in making decisions that positively impact their academic careers. During orientation, which takes place shortly before your first quarter of enrollment, you will learn how to use college bulletins, the *General College Student Handbook*, and other University publications and resources to assist you in making informed, appropriate choices that will put you in charge of your academic career. Exposure is provided to various classroom experiences, critical thinking skills, and diversity issues as well as learning techniques for taking notes and studying, career information, and more about what you will experience in GC.

Early Orientation—An optional two-day early orientation is provided for students at the beginning of summer. The goals and objectives of early orientation are to provide students with information, skills, and knowledge to assist them in understanding the importance of their choice to attend college. Receiving results from placement tests helps students understand the impact of their current skill level in choosing classes and setting academic goals, and enables students to take advantage of resources before actually attending classes. By receiving an early, in-depth introduction to GC and the University, prospective students have the opportunity to better decide if this is the best fit for them academically.

Entrance Assessment Tests—Each student admitted to GC is required to take a test that measures competence in mathematics. Results of this test are used to assist in course placement. Additional tests may be offered to assess students' academic needs in other areas. Students will be informed of available testing in their orientation materials.

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, 106 Pleasant Street S.E., Minneapolis, MN 55455. Walk-in service and information about applying and qualifying for financial aid are available there. Questions can be answered by calling (612) 624-1665 or 1-800-400-8636.

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 a scheduled time for registration. An adviser will help you plan your first quarter's program in the Base Curriculum 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, who will assist you in academic matters and educational planning. All students accepted for admission and enrolled in GC are assigned an academic adviser. The advising system within GC includes faculty, professional advisers, and trained student peer advisers. During orientation, new students must complete a *Freshman Adviser Assignment* form. Adviser assignments are made according to student needs and interests as well as availability of advising services. Continuing students may request a change in adviser by completing a *Request for Change in Adviser Assignment* form. Consult with the Advising Center staff, 40 Appleby Hall, or your current adviser for deadlines and procedures for changing advisers.

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 25 Appleby Hall. You must provide GC with an accurate local mailing address and keep it current at all times so that letters and official notices are promptly received.

Advising

Advising is consulting and planning your education with an 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.

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

- Academic advising is available to prospective and currently enrolled students.
- Academic advising addresses students' needs in coursework, program planning, career options, and development issues.
- Faculty, professional advisers, and peers are involved in academic advising.

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

Advising Contacts—Students completing the Base Curriculum program are required to obtain an adviser signature for registration approval. Students in their first year of enrollment in GC should plan for registration by attending a pre-registration planning group. Students will be contacted by their adviser about availability of group planning opportunities offered throughout the quarter. Students in their third quarter of registration in the college must complete and have on file a Year-Long Plan in order to continue registering in GC. Group opportunities for first-year and continuing students will be offered throughout the year. Contact your adviser or the Advising Center, 40 Appleby Hall, for information about these opportunities.

Base Curriculum Program

All GC 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 and *Midquarter Academic Progress Reports* identifying needs and signaling possible problems.

Transition Courses

After Base Curriculum courses are completed in an area (science, social science, humanities), students may then register for Transition Courses in that area. These courses are designed to promote the continued development of students' reading, writing, and thinking skills in academic disciplines and to prepare them for upper division work in these disciplines.

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 terms. Returning students may take advantage of early fall registration in May.

Your Responsibility—After you work out your educational plan with your adviser or in a group session, 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 before registration. Times are assigned according to an alphabetical rotation system. You may register at Fraser Hall or by computer self-registration 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 or attend a pre-registration planning group, if required. 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, fill out your registration forms and be sure to check the course closure sheets to see whether your courses are still open. Go to 202 Fraser Hall to officially register. At Fraser Hall, you will receive a computer printout of your schedule and a fee statement. Double-check to make sure your schedule is correct. If you self-register by computer, be sure to follow directions in the *Class Schedule*.

Credit Loads—A normal full-time load for University students varies between 12 and 16 credits per quarter. Students must have special approval to register for more than 18 credits per quarter. No minimum number of credits is required by GC, although students in special programs and those who receive financial aid should be aware of minimum credit requirements set by the programs or funding sources. Some GC courses have no credit value; however, for financial aid purposes and for full-time student status, these courses have credit equivalencies that are listed in the *Class Schedule* and the Courses section of this bulletin.

GC Registration Policies

All students admitted through GC are required to

- complete the following Base Curriculum (BC) courses before applying for transfer to another University of Minnesota college:
 - mathematics (complete University preparation standards).
 - one BC course in science.
 - one BC course in social science.
 - one BC course in humanities.
- complete a BC course in an area (science, social science, or humanities) before taking a course designated as Transition Curriculum or a non-GC course in that area.
- have an adviser's signature each quarter. Once all BC requirements are complete and an acceptable Year-Long Plan is on file, an adviser's signature will not be required.

- register for at least one GC course every quarter of residence in GC. Registrations that violate this policy will be canceled by college personnel unless approved by petition.

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

EXCELL* Transfer Program—If you have a cumulative GPA of 3.50 following your second quarter, you may be invited to participate in the EXCELL* Program for early transfer to the College of Liberal Arts (CLA). This program will require you to attend an informational meeting to learn more about the program and decide whether to participate. At that meeting academic policies, regulations, procedures, deadlines, and graduation requirements will be explained. Students who choose to participate must agree to meet with a CLA adviser to plan the next quarter's registration and to enter into an agreement regarding the expected academic performance level required in their third quarter in order to qualify for automatic admission into CLA by their fourth quarter. In mid-June, when spring quarter grades are available, students will be notified about whether they have met the program's requirements for admission to CLA. Students who are accepted for early transfer will then be advised to register for CLA courses. For more information about the EXCELL* Transfer Program, contact the Advising Center, 40 Appleby Hall (612/626-8703).

Registering through Continuing Education and Extension (CEE)—Students sometimes enroll for courses offered through evening study or correspondence. Keep your adviser informed of any such credits. Be careful not to overextend yourself by enrolling in both day and evening classes during the same quarter when you have heavy demands on your time from both your day school course load and any outside employment. CEE registration automatically appears on your day school transcript, and CEE courses are reviewed for academic progress along with day school courses.

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Holds—Registration holds restrict your registration until the unit that placed the hold either removes it or gives you a temporary release. GC places holds on students' records when 1) students are placed on probation (P1 or P2); 2) students are suspended for lack of academic progress (P3); 3) students have accumulated excessive credits in the college (UE)—(see *Academic Standing*, below); 4) students have not completed the Base Curriculum requirements (UD); or 5) students do not have a completed transfer plan on file (NZ). 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, GC allows students to repeat any course for which they want to improve their earned grade. If you received a low grade, an F (failing), an N (no credit), or a W (withdrawal) in a course the first time and want to repeat it, you must *again register and pay tuition for it*. Both the first and second grades will remain on your transcript; the lower grade is bracketed, and only the higher grade is included in the computation of your GPA and credit completion ratios. However, the credits earned are counted only once. You are strongly encouraged to discuss thoroughly with your adviser your reasons for wanting to repeat a course before you do so.

Auditing Courses—If you are interested in a course but do not want to take it for credit, you may, with the instructor's permission, enroll as an auditor. Although you may arrange with the instructor to do assignments and take examinations, no credit will be awarded and no grade assigned. A V (visitor) for the course will be recorded on your transcript. You may *not* later take the course for credit.

Registration Changes—Cancel/adding is the process by which you change your original registration. Forms for cancel/adding are available in 25 and 40 Appleby Hall. Routine changes, such as switching sections of a course or changing your grading system, do not require your adviser's signature. Be aware that although

a signature may not be required, it is strongly recommended that you consult with your adviser regarding changes that substantially alter the program your adviser recommended, involve a large number of credits, or replace GC courses with those from other colleges. Schedule changes may affect future academic standing or violate financial aid restrictions. Registration changes should be made as early as possible in the quarter. *Changes in registration are official only after you have submitted an approved Course Request form to the Registration Center, 202 Fraser Hall. All University policies on cancel/adds apply to all students. See the General College Student Handbook for specific procedures for changing your registration.*

Adding Courses—If a course is open, you may add a course through the first week of classes. During the second week, you will need the instructor's signature on a *Course Override* form as well as adviser approval to add a class. 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 second week of class, a late addition requires adviser approval and the instructor's written permission and signature on the override form and a *University of Minnesota Petition* form.

Canceling Courses—You are responsible for completing courses for which you have registered unless you officially cancel them at the Registration Center, 202 Fraser Hall. *Merely dropping out of a class does not constitute official cancellation.* Procedures for changes in registration and information on refunds are detailed in the *Class Schedule*. In addition to information in the *General College Student Handbook*, check with your adviser or the Advising Center, 40 Appleby Hall, to find out what additional college procedures may be required.

When you cancel a course, you are subject to the following:

- Cancellations during the first two weeks of a quarter are not recorded on your record.
- Cancellations during the third through sixth weeks require your adviser's signature. A withdrawal (W) appears on your record. The withdrawal will not affect your GPA.

Unless there are extenuating circumstances, withdrawal from a course after the sixth week of a quarter is strongly discouraged. *Students are allowed one discretionary withdrawal while enrolled in GC.* Late withdrawals occurring between the seventh week of the quarter and the last day of class require approval from your adviser, your instructor, and the director of curriculum and evaluation for a discretionary withdrawal or Scholastic Standing Committee approval for extenuating circumstances. See the *General College Student Handbook* for

procedures for changes in day school registration that require a petition (petition forms are available in 40 or 140 Appleby Hall).

Retroactive Cancellation—The University requires that you cancel a course within the quarter you registered for it; however, when emergencies or other extenuating circumstances make it impossible for you to follow standard cancellation procedures, you may submit a petition to the GC Scholastic Standing Committee for review. Approval will be given for one discretionary withdrawal. *You are*

General College Registration Deadlines

| <i>When</i> | <i>Materials</i> | <i>Signature/Approval Required</i> | <i>Transcript</i> |
|---|--|--|------------------------------------|
| Registering or Adding Courses | | | |
| Before the quarter starts | Course Request form | n/a | Appears on transcript |
| | Course Override form (for closed course) | Instructor (only if closed or specific permission required in schedule of classes) | |
| Week 1 | Course Request form | n/a | Appears on transcript |
| | Course Override form (for closed course) | Instructor (only if closed or specific permission required in schedule of classes) | |
| Week 2 | Course Request form | Adviser | Appears on transcript |
| | Course Override form | Instructor | |
| Beginning Week 3* | Course Request form | n/a | Appears on transcript |
| | Registration Override Permit | Instructor | |
| | Petition form | Adviser, Curriculum and Instruction director | |
| Canceling Courses | | | |
| Weeks 1-2 | Course Request form | n/a | No record on transcript |
| Weeks 3-6 | Course Request form | n/a | Withdraw (W) appears on transcript |
| Beginning week 7** Discretionary | Course Request form | College stamp | Withdraw (W) appears on transcript |
| | Petition form | Instructor, adviser, Curriculum and Instruction director | |
| Beginning week 7** Extenuating circumstances | Course Request form | College stamp | Withdraw (W) appears on transcript |
| | Adviser Comment form | Adviser and instructor | |
| | Petition form | Instructor, adviser, Curriculum and Instruction director (and Scholastic Standing Committee) | |
| Grade Base Changes (only if A-F/S-N available) | | | |
| Weeks 1-2*** | Course Request form | n/a | Appears on transcript |

* Students registering or adding courses during this time must complete the petition process. Permission will be granted only in extenuating circumstances verified by instructors.

** Cancellations after this date require evidence that the student has not completed the course. Petition process requires verification of adviser contact and verification by instructor that the student has not completed the course.

*** Approvals after the second week are not routinely given.

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allowed one *discretionary petition for withdrawal*—either a *late withdrawal* or a *retroactive withdrawal*. You are not allowed one of each. Other retroactive withdrawals require evidence of extenuating circumstances.

Grade Base Change—You may change your grade base from A-N to S-N or vice versa any time during the first or second week of the quarter. After the second week, grade base changes require college approval by petition (petition forms are available in 40 or 140 Appleby Hall). Only under extenuating circumstances are grade base changes allowed.

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.

Cancellation of Entire Registration—If you leave the University before the end of the quarter, you must cancel your registration when you stop attending classes. *Your refund will be based on the date you officially cancel* (by taking a completed *Course Request* form to the registration center, 202 Fraser Hall), *not on the date you stopped attending class*. If you cancel before the first day of class, you are entitled to a full refund (see the *Class Schedule* for refund schedule). If you decide to leave the University, you should schedule an exit interview with your adviser to discuss your decision and file any additional forms necessary so that you cancel out in good standing.

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 about 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. Because other colleges review these grades, students are encouraged to do as well as possible in all their courses—credit and no-credit.

Grading Systems—GC 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.

The A-F grading system used by GC 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. (Grades in courses taken outside GC do *not* carry plus or minus values.) 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 GPA required by that college. Check with that college about acceptance of S grades and inclusion of them in computation of the GPA.

S Grade—To receive an S (satisfactory) in a GC 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. *Students in the Base Curriculum program may not take BC courses S-N.* Each college sets its own standards for the S grade. If you register for a course outside GC on the S-N basis, check the bulletin of that college for its accepted standard.

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

F—Represents performance that fails to meet basic course requirements. No credit is earned.

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 that 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, you are 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 your record after you complete a subsequent quarter of registration following the quarter in which the I was earned. More than an occasional incomplete on your 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. Students registered on the S-N grading system who do not earn an S will be assigned an N.

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). No credit or grade is earned.

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

grades for each X upon completion of the sequence.

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

Retroactive Grade Changes—An individual student's letter grade (A, B, C, D, F, S, or N), once assigned and submitted, may be changed by the course instructor (or the director of curriculum and evaluation, if the instructor is no longer available) only if the basis for the change is a calculation or reporting error (such as inaccurate computation or other outright mistake) or if the basis for the change (such as completion of extra work or further examination) has explicitly been made available equally to all members of the class. All retroactive grade changes should be initiated by faculty completing a *Change of Grade* form. Justification of the change must be provided in writing to the director of curriculum and evaluation, whose endorsement of the grade-change request, by personal signature, will certify that the requirements of this policy have been met and the college recommends that the grade be changed.

Grade Average—Grade averages are expressed as GPAs. 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 | 2.80 = | 8.40 |
| 1284 | C+ | 4 | x | 2.40 = | 9.60 |
| | | | | | 38.00 |

$$38.00 \div 12 \text{ cr} = 3.17 \text{ GPA}$$

F, N, and Grade Average—Fs are included in the computation of grade averages throughout the University. In GC, both Fs and Ns are included in assessing academic progress, and Ns 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—Fall grades are available on the first day of winter quarter and winter grades on the first day of spring quarter via the Student Access System; information about using

REQUIREMENTS

the system is available in University computer labs. 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. CEE grades are also automatically entered onto students' day school transcripts and are included in calculation of grade point average for academic progress review.

Course Policies

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

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

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

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

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

Instructors' Statements—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.

Academic Standing

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

Satisfactory Progress—To monitor student progress closely, GC reviews academic progress on a quarterly basis. Students in GC are required

to meet the college's minimum academic expectations of a 2.00 GPA each quarter they are registered. GPA is the total number of grade points earned in a quarter divided by the total number of credits registered for in a quarter. In addition, students must maintain a cumulative GPA of 2.00 and maintain a cumulative completion rate of at least 65 percent of their attempted credits with satisfactory grades (grades of F and N, symbols of I and W, and missing grades are considered unsatisfactory). Grades in both day and CEE courses are reviewed. In determining the grade average and credit completion ratio for purposes of collegiate academic standing, GC's no-credit (0xxx) courses are counted at their credit equivalence level in the quarterly review. See the Academic Status Criteria table below for standards.

General College Academic Status Criteria / Quarterly Review

| Current Academic Status | *Quarter GPA | *Cumulative GPA | **Cumulative Credit Completion Ratio | Action |
|-------------------------|--------------|-----------------|--------------------------------------|--|
| Good Standing | | | | |
| 1. Good Standing | >=2.00 | - | >=65% | Satisfactory progress—No action |
| 2. Good Standing | >=2.00 | - | <65% | Place on P1 Probation |
| 3. Good Standing | <2.00 | - | - | Place on P1 Probation |
| P1 Probation | | | | |
| 4. P1 Probation | >=2.00 | >=2.00 | >=65% | Remove from probation, return to good standing |
| 5. P1 Probation | >=2.00 | >=2.00 | <65% | Place on P2 Probation |
| 6. P1 Probation | >=2.00 | <2.00 | >=65% | Place on P2 Probation |
| 7. P1 Probation | >=2.00 | <2.00 | <65% | Place on P3 Suspend |
| 8. P1 Probation | <2.00 | - | - | Place on P3 Suspend |
| P2 Probation | | | | |
| 9. P2 Probation | >=2.00 | >=2.00 | >=65% | Remove from probation, return to good standing |
| 10. P2 Probation | >=2.00 | >=2.00 | <65% | SSC review for continuation or P3 Suspend |
| 11. P2 Probation | >=2.00 | <2.00 | >=65% | SSC review for continuation or P3 Suspend |
| 12. P2 Probation | >=2.00 | <2.00 | <65% | P3 Suspend |
| 13. P2 Probation | <2.00 | - | - | P3 Suspend |
| P3 Suspend | | | | |
| 14. P3 Suspend | | | | Appeal approved—P2 Probation |

* 0xxx courses are figured into the GPA for purposes of review
 ** Credit completion ratio (CCR) = total cumulative credits with grades of A, B, C, D, or S + total cumulative credits of A, B, C, D, F, S, N, I, W, and blank
 Normal progress: CCR >=65%

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

- A minimum quarterly grade level of B (3.00 GPA).
- At least 12 credits completed during the quarter, with eight of the credits under the A-F system.
- No more than one third (1/3) of the quarter's credits taken under the S-N system.
- No grades of N, F, or I for the quarter.

Grades in both day and CEE courses are reviewed, and GC no-credit (0xxx) courses are counted at their credit equivalence level in determining GPA for the Dean's List.

Unsatisfactory Progress—Students who do not meet satisfactory progress standards will be placed on academic probation (P1 or P2), effective immediately following the review of any quarter's grades.

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

Progress toward Transfer—At the end of their first year in GC, students work with advisers to assess their progress toward transfer to a baccalaureate degree program by completing a 45- and 65-credit Transfer Plan Check-In. At that point, students whose records show a lack of progress toward transfer will receive counseling and may be encouraged to seek other educational options. Students will be

assessed again within their second year in the college to determine whether they are progressing satisfactorily toward transfer to an appropriate degree program. Students who do not make satisfactory progress toward transfer, as determined by adviser review at 45- and 65-credit checkpoints, may receive a registration hold requiring additional planning under their adviser's direction.

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

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

Access to Student Educational Records

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

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

Students have the right to review their educational records. The regents' policy, including a directory of student records, is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other

campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

Preparation for Transfer

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

Your GC adviser will provide you with resources that will assist you in the transfer process. Requirements vary depending upon the department as well as the college you are transferring to; therefore, it is to your advantage to consult your adviser or GC Student and Instructional Support Services, 25 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 GC.

Whatever your educational goal, early planning and wise academic choices are essential. The Base Curriculum program points you in the right direction. GC advisers can provide information about specific course requirements, majors, and educational options available at various colleges and universities. Informed educational decision making is important to a well-planned college career.

Transfer of Credit

College Credit—All credits earned at institutions accredited by one of the regional accrediting associations will be evaluated for transfer to GC. Submit transcripts of all study you have completed at accredited colleges and universities for evaluation by the Office of Admissions, 240 Williamson Hall (612/625-2008).

Planning to Transfer?

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

Preparing for Transfer

If you are currently enrolled in a college or university:

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

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

Understanding How Transfer of Credit Works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.
- Institutions accept credits from courses and programs like those they offer. They look for similarity in course goals, content, and level. "Like" transfers to "like."

REQUIREMENTS

- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, "Will your credits fulfill requirements of the degree or program you choose?"
- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.

Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help. 2) Department or committee will review. 3) Student receives, in writing, the outcome of the appeal. 4) Student should contact the admissions officer in the college of transfer for information about how appeals can be made.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can before the deadline. Enclose the application fee.
- At your request, a review of your eligibility for financial aid or scholarships.

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

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

Your Rights as a Transfer Student

- A clear, understandable statement of an institution's transfer policy.

Transfer to Other Colleges Within the University

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

Transfer guides for some University colleges and more detailed information about transfer can be obtained in the Career Resource Room, 65 Appleby Hall, and the Student and Instructional Support Services (SISS) Advising Center, 40 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 GC SISS adviser, 25 Appleby Hall, early in the quarter preceding the one in which you wish to transfer. An *Application for Change of Status or College* and specific information about application deadlines are available from the Career Resource Room, 65 Appleby Hall, and the SISS Advising Center, 40 Appleby Hall, or the University Office of Admissions, 240 Williamson Hall.

CLE Group Distribution Areas

The Council on Liberal Education continues to review courses that fulfill liberal education requirements. For current information about CLE requirements in the college to which you want to transfer, check with that college office or with your GC adviser or consult the current transfer list in the GC Advising Center (40 Appleby Hall).

Transfer Outside the University

Students may be interested in continuing their education at institutions offering programs different from those in GC or unavailable at the University. Procedures for transfer to colleges outside the University may be discussed with a GC adviser. Requirements vary, but most GC credits (except those in courses 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 preparation standards.

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 Student Judicial Affairs Office, 16 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.

Grievance Process

Complaints about a course or the way it is conducted or differences you may have with a faculty member can often, and should whenever possible, be resolved informally. As a first step, talk to the person with whom you have the disagreement. If that fails, present your complaint to the director of academic affairs and faculty welfare. If that is not successful, GC has an established formal procedure for handling grievances. You may file a claim with the GC grievance review officer and ultimately, if necessary, with the Grievance Committee, composed of faculty, professional academic, civil service, and student representatives.

The University also has a Student Dispute Resolution Center and Office of the Ombudsman, 102 Johnston Hall (612/626-SDRC; e-mail: sos@gold.tc.umn.edu). Problems they deal with include

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

Freshman Liberal Education Requirements

(effective fall 1994 and later for freshmen enrolling with 38 or fewer credits)

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

The Diversified Core Curriculum

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

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

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

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

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

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

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

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

The Designated Themes of Liberal Education

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

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

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

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

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

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

Writing Skills

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

Requirement: Beginning in academic year 1995-96, a new liberal education writing requirement will replace the current writing skills requirement. Please check with the advisers in 25 Appleby Hall, (612) 625-3339, for up-to-date information.

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

Courses



Subject Area List

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

Humanities, Literature, and the Arts

- 1311—Art: General Arts*
- 1331—Musical Heritage*
- 1357—World Religious Beliefs
- 1364—Literature of the American Immigrant Experience
- 1365—Literatures of the United States*
- 1366—Literature: Images of Women in Literature
- 1367—Contemporary Literature: International Perspectives*
- 1371—Literature: Reading Short Stories*
- 1374—The Movies: An Introductory Course*
- 1375—Film and Society*
- 1481—Creativity: Art Laboratory—Experiences in the Media*
- 1483—Creativity: Music Laboratory—How to Read and Write Music
- 1485—Creativity: Photography I (CEE only)
- 1816—African American Literature
- 1836—Asian American Literature*

Mathematics, Mathematical Thinking, and Computing

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

Multicultural/International Focus

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

Natural Sciences

- 1111—Science in Context: Weather and Climate*
- 1112—Ecological Evaluation of Environmental Problems*
- 1131—Biological Science: Principles*
- 1132—Biological Science: The Human Body*
- 1133—Nature Study
- 1137—Biological Science Laboratory: The Human Body
- 1160—Investigations in Physical Science

- 1161—Physical Science: Solar System Astronomy (CEE only)
- 1162—Physical Science: Stellar Astronomy (CEE only)
- 1163—Physical Science: Principles of Physics (CEE only)
- 1166—Physical Science: Principles of Chemistry*
- 1167—Astronomy Laboratory (CEE only)
- 1171—Physical Geology*
- 1172—Historical Geology
- 1173—Geology of the National Parks

Oral Communication

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

Personal Development

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

Reading and Writing

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

Social Sciences, Law, and Business

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

Descriptions

Numbers—

0000—0999 No-credit courses: pre-college skills exploration and development, fee charged (see *Class Schedule*)

Note: Credit equivalents for no-credit courses are as follows: 0623 and 0643—4-credit equivalent; 0611, 0615, 0616, 0617, 0621, 0625, and 0631—5-credit equivalent. To receive credit equivalency, students must take math courses in the appropriate sequence.

1000—1099 College-level skills exploration and development courses

1100—1899 Introductory and preparation-for-transfer courses

xxx8 Special topics courses

xxx9 Individual study

Symbols—

- , The comma, used in prerequisite listings, means “and.”
- § Credit will not be granted if credit has been received for the course listed after this symbol.
- ¶ Concurrent registration is required (or allowed) in the course listed after this symbol.
- # Approval of the instructor is required for registration.
- Δ Approval of the department offering the course is required for registration.
- Approval of the college offering the course is required for registration.
- BC Base Curriculum
- TC Transition Curriculum
- H Honors course (follows the course number).
- f, w, s, su
..... fall, winter, spring, summer (follows the course number). Use as a guide only. Contact the department offering the course for updates.

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

GC 0611. INTRODUCTION TO BASIC

MATHEMATICS. (No cr [5-cr equiv], §0615; prereq GC math placement; BC)

Exponents, order of operations, prime numbers, fractions, decimals, percents, signed numbers, measurement, scientific notation, ratio, proportion, formulas.

GC 0615. INTRODUCTION TO MATHEMATICAL

PROBLEM SOLVING. (No cr [5-cr equiv], §0611; prereq GC math placement)

Problem-solving approach to arithmetic. Exponents, order of operations, prime numbers, fractions, decimals, percents, signed numbers, measurement, scientific notation, ratio, proportion, formulas.

GC 0616. ALGEBRAIC PROBLEM SOLVING I.

(No cr [5-cr equiv], §0621; prereq 0615, referral from 0615 instructor; BC)

Problem-solving approach to elementary algebra. Signed numbers, variables, expressions, equations, inequalities, exponents, polynomials, rational expressions, and applications of these topics.

GC 0617. ALGEBRAIC PROBLEM SOLVING II.

(No cr [5-cr equiv], §0625; prereq 0616, referral from 0616 instructor; BC)

Continuation of GC 0616. Factoring, rational expressions, systems of equations with two variables, Cartesian graphing, radicals, quadratic equations, and applications of these topics.

GC 0621. ELEMENTARY ALGEBRA.

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

GC 0623. PLANE GEOMETRY.

(No cr [4-cr equiv]; prereq GC math placement or elem algebra, #; BC) Elements of plane geometry with some geometry of solids equivalent to one year of high school plane geometry. Logic, sets, systems of measurement, geometric figures, geometric relationships, area, volume, concurrence, constructions. Course is self-paced with no lectures.

GC 0625. INTERMEDIATE ALGEBRA I.

(No cr [5-cr equiv]; prereq GC math placement or elem algebra with grade of C or better; BC)

For students with adequate background in elementary algebra. Sets, real numbers, linear equations, linear inequalities, absolute value equations and inequalities, exponents, polynomials, systems of equations, word problems, rational expressions, roots, radicals.

GC 0631. INTERMEDIATE ALGEBRA II.

(No cr [5-cr equiv]; prereq GC math placement or 0625 with grade of C or better; BC)

Complex numbers, quadratic equations, matrix solutions to systems of equations, general inequalities, conic sections, functions, logarithmic and exponential functions, sequences, series, binomial theorem. *Knowledge of linear and quadratic equations and inequalities, exponents, factoring, rational expressions, roots, radicals, and graphing assumed.*

COURSES

GC 0643. BASIC MATHEMATICS: PROGRAMMED STUDY. (No cr [4-cr equiv]; prereq #: BC)

With aid of instructor, topics selected from whole numbers, fractions, decimals, percents, signed numbers, formulas, graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, conic sections, functions, logarithms. Course is self-paced with no lectures.

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

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

GC 1042. READING IN CONTENT AREAS.

(3 cr [may be repeated for max 9 cr]; prereq Commanding English enrollment; A-F only; BC)

Practice with reading skills and strategies relevant to a particular content course. Students enroll concurrently in 1042 and a designated GC content course. Textbooks for 1042 will be those of the content course.

GC 1051. INTRODUCTION TO COLLEGE READING AND WRITING. (5 cr, §1407; prereq RC score 21-36, recommendation of writing professor; BC)

Developing writing fluency and editing strategies through reading and writing for personal and academic purposes.

GC 1076. CAREER PLANNING. (2 cr; BC)

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

GC 1086. HIGHER EDUCATION SURVIVAL SEMINAR. (1-2 cr [may be repeated for max 6 cr]; S-N only; BC)

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

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

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.

GC 1112. ECOLOGICAL EVALUATION OF ENVIRONMENTAL PROBLEMS. (5 cr; BC)

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

GC 1131. BIOLOGICAL SCIENCE: PRINCIPLES.

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

Study of the unity, diversity, and interdependence of life on Earth, emphasizing the unifying concepts and principles of modern biology. Five kingdoms of life, cell theory, photosynthesis and respiration, mitosis and meiosis, genetics, reproduction and life cycles, principles of ecology, behavior, theory of evolution.

GC 1132. BIOLOGICAL SCIENCE: THE HUMAN BODY. (5 cr; BC)

Problems of physical, mental, and social health related to anatomy, physiology, and needs of the human organism. In studying the heart, for example, instructor shows what it is, how it works, its importance to overall functioning of the body, what can go wrong with it, and what is known about keeping it on the job. Films, televised dissections, and demonstrations supplement lectures.

GC 1133. NATURE STUDY. (4 cr; TC)

General natural history for students with little or no biology training. Natural histories of common Minnesota plants and animals examined in the field from informed amateur naturalist perspective. Natural habitat associations; field observation and identification techniques.

GC 1137. BIOLOGICAL SCIENCE LABORATORY: THE HUMAN BODY. (2 cr; prereq 1132; 4 lab hrs per wk; BC)

Lab for GC 1132. Form and function of gross mammalian anatomy through dissection (skeletal, muscular, digestive, circulatory, nervous, urinary, and reproductive systems). Microscopic examination of tissues and organs. Exploration of mammalian physiology with emphasis on designing experiments, analyzing and interpreting data.

GC 1160. INVESTIGATIONS IN PHYSICAL SCIENCE. (5 cr; prereq 1 yr high school algebra or 0616 or 0621 or equiv; 2 lect, 6 lab hrs per wk; BC)

Inquiry approach to problem solving and the scientific method. Working individually and in groups in a lab setting, students learn to observe everyday events in the physical world, formulate hypotheses, design experiments describing these events using simple apparatus, derive formulas, and evaluate quantitative variations found. Examples from several physical sciences.

GC 1161. PHYSICAL SCIENCE: SOLAR SYSTEM ASTRONOMY. (5 cr; BC; CEE only)

Introductory survey of solar system: planets, satellites, asteroids, comets, meteorites. Celestial sphere, coordinate systems, time intervals, motion, physical attributes of various members of our solar system; space program findings. Opportunity to observe through University telescope. Four one-hour evening labs or independent study project arranged.

GC 1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY. (4 cr; BC; CEE only)

Introductory study of large-scale structure of universe. Definition and measurement of certain properties of stars: magnitude, distance, temperature, size. Spectral classification of stars, nebulae, pulsars, black holes, galaxies, quasars; theories of relativity, cosmology, cosmogony. Opportunity to observe through University telescope. Four one-hour evening labs or independent study project arranged.

GC 1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. (4 cr; prereq elementary algebra or 0621; TC; CEE only)

Mechanics, electricity. Lectures, discussions, lecture experiments, demonstrations; no separate lab. Problem solving to prepare students for higher level physics.

GC 1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY. (4 cr; BC)

Fundamental principles and laws of chemistry emphasizing theory, development, application, roots in experience. Problem-solving techniques. Topics include classification of matter, elements, atomic and molecular structure, compounds and chemical bonding, chemical reactions and stoichiometry, gas laws. No separate lab.

GC 1167. ASTRONOMY LABORATORY. (4 cr; prereq astronomy course, ¶ astronomy course or equiv; TC; CEE only)

Star maps, coordinate 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.

GC 1171. PHYSICAL GEOLOGY. (5 cr; 5 lect, 2 or more lab hrs per wk; BC)

Description and development of common land features—valleys, mountains, rivers, lakes. Processes responsible for their origin and change. Types of surface materials. Movements inside Earth and their effects on its surface. Self-paced lab: mineral and rock analysis, topographic map reading, landform identification, landscape interpretation.

GC 1172. HISTORICAL GEOLOGY. (5 cr; 5 lect, 2 or more lab hrs per wk; BC)

Principles of geology used to unravel Earth's past, as recorded by rocks and fossils. Development of Earth's physical and chemical features through time, with changing patterns of life as a response. Problem solving, logical deductions from facts emphasized. Self-paced lab: identification and interpretation of rocks, fossils, geologic maps, ancient environments and geographies.

GC 1173. GEOLOGY OF THE NATIONAL PARKS. (5 cr; TC)

Processes that produced spectacular scenic and geologic features of North America's national parks and monuments, described using a regional approach. Basic geology introduced as needed. Lecture and lab integrated.

GC 1211. PEOPLE AND PROBLEMS. (5 cr; BC)

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

GC 1221. MINNESOTA: HISTORY. (5 cr; TC)

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

GC 1231. UNITED STATES: GROWTH OF NATIONAL POWER. (5 cr; BC)

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.

GC 1232. UNITED STATES: GROWTH OF AMERICAN TECHNOLOGY. (5 cr, §3232; TC)

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

GC 1233. UNITED STATES: GOVERNMENT AND POLITICS. (5 cr; BC)

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

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

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.

GC 1236. UNITED STATES: THE CRIME PROBLEM. (5 cr; BC)

Nature and extent of crime in the United States. Causes and consequences of crime as it relates to criminals, victims, and the general social order.

GC 1241. HISTORICAL BIOGRAPHY. (4 cr [may be repeated for max 8 cr]; TC)

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.

GC 1251. WORLD HISTORY. (5 cr; BC)

General historical framework covering major world cultures in three time periods: from beginnings of history in Mesopotamia to "axial year" 500 B.C., from 500 B.C. to age of Columbus, and from Columbus to present.

GC 1252. WORLD POLITICS. (5 cr; TC)

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

GC 1275. CONSUMER TRANSACTIONS AND LAW. (4 cr; TC; CEE only)

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

COURSES

GC 1281. PSYCHOLOGY IN MODERN SOCIETY. (5 cr; BC)

Introduction to science of human behavior. Analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups.

GC 1282. PSYCHOLOGY APPLIED TO HUMAN AFFAIRS. (5 cr; prereq 1281; TC)

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.

GC 1283. PSYCHOLOGY OF HUMAN DEVELOPMENT. (5 cr; TC)

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.

GC 1284. BEHAVIOR PROBLEMS OF CHILDREN. (4 cr; TC)

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

GC 1285. CULTURAL ANTHROPOLOGY. (5 cr; BC)

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

GC 1287. TEACHING INTERNSHIP: INTRODUCTORY PSYCHOLOGY. (3 cr; prereq 1281, #: TC)

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

GC 1294. ECONOMICS IN CONTEMPORARY SOCIETY. (5 cr, §1295 or 1296; BC)

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

GC 1297. TEACHING INTERNSHIP: ECONOMICS IN CONTEMPORARY SOCIETY. (3 cr; prereq 1294, #: TC)

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

GC 1311. ART: GENERAL ARTS. (4 cr, §3311; BC)

Examines 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.

GC 1331. MUSICAL HERITAGE. (4 cr; TC)

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

GC 1357. WORLD RELIGIOUS BELIEFS. (5 cr; prereq completion of 30 cr; TC)

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

GC 1364. LITERATURE OF THE AMERICAN IMMIGRANT EXPERIENCE. (4 cr; prereq Commanding English enrollment, #: BC)

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

GC 1365. LITERATURES OF THE UNITED STATES. (4 cr; BC)

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. Fiction, poetry, drama, essay, and biography.

GC 1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE. (4 cr; BC)

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

GC 1367. CONTEMPORARY LITERATURE: INTERNATIONAL PERSPECTIVES. (4 cr; BC)

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

GC 1371. LITERATURE: READING SHORT STORIES. (4 cr; BC)

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.

GC 1374. THE MOVIES: AN INTRODUCTORY COURSE. (4 cr; BC)

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.

GC 1375. FILM AND SOCIETY. (4 cr; prereq completion of 24 cr; TC)

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

GC 1421. WRITING LABORATORY: BASIC WRITING. (4 cr, §1412 before fall 1981; BC)

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

GC 1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY. (4 cr, §1423; prereq 1421; BC)

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

GC 1423. WRITING LABORATORY: COMMUNITY SERVICE WRITING. (4 cr, §1422; prereq 1421, #; BC)

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

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

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

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

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.

GC 1461. ORAL COMMUNICATION: SPEAKING AND CREATIVE THINKING. (4 cr; BC)

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

GC 1463. MULTICULTURAL ORAL COMMUNICATION. (4 cr; BC)

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

GC 1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION. (1-4 cr; BC)

Nature of groups, how they form and function, what purpose they serve in our society, and how leadership and other role behaviors emerge from their structure. Group projects and activities; skills and theory especially adapted for the professional setting.

GC 1481. CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA. (4 cr; BC)

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

GC 1483. MUSIC LABORATORY. (4 cr; open to students with or without previous musical training; BC)
Reading, writing, and performing music notation. Includes note names, rhythmic and meter symbols, key signatures, scales, musical texture, formal structure, and basic harmony. Opportunity to compose.

GC 1485. CREATIVITY: PHOTOGRAPHY I. (4 cr; BC; 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.*

GC 1511. INTRODUCTION TO BUSINESS AND SOCIETY. (5 cr; BC)

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

GC 1513. SMALL BUSINESS FUNDAMENTALS. (4 cr; TC)

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

GC 1534. PRACTICAL LAW. (5 cr; TC)

Common legal problems. 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, joint ownership and tenancy.

GC 1537. PROFESSIONAL SELLING. (4 cr; TC)

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

COURSES

GC 1540. ACCOUNTING FUNDAMENTALS. (4 cr; TC)

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

GC 1571. INTRODUCTION TO MICROCOMPUTER APPLICATIONS. (5 cr; prereq elem algebra; TC)

Self-paced course covering operating system (DOS), word processing (WordPerfect), spreadsheet (Lotus clone), and database (dBASE) III applications. Emphasis on using microcomputers in practical ways. Coursework may be done on classroom microcomputers or on student's own IBM-compatible microcomputer.

GC 1572. INTRODUCTION TO COMPUTER PROGRAMMING. (5 cr; §3571; prereq 1571 or IBM microcomputer exper; TC)

Self-paced course in which students design, write, code, and run BASIC programs. Emphasis on writing structured programs for social sciences. Provides excellent background for further programming courses. Coursework may be done on classroom microcomputers or on student's own IBM-compatible microcomputer.

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

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

GC 1587. TEACHING INTERNSHIP FOR GENERAL COLLEGE LAW COURSES. (1-3 cr; prereq 1235 or 1534, 1587 with at least a B+ in each [may be repeated for max 9 cr]; TC)

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

GC 1701. PSYCHOLOGY OF PERSONAL EFFECTIVENESS. (4 cr; BC)

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

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

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

GC 1733. CONTEMPORARY SEX ROLES. (5 cr; TC)

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

GC 1814. THE AMERICAN INDIAN IN AMERICAN LAW. (4 cr; TC)

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

GC 1816. AFRICAN AMERICAN LITERATURE. (4 cr; TC)

Students read and evaluate poetry, drama, folklore, short stories, and an African American novel; through literature, students assess artists' own perceptions and interpretations of outlook, feelings, and psychological makeup of African Americans.

GC 1836. ASIAN AMERICAN LITERATURE.

(4 cr; BC)
Examines the Asian experience in the United States, both historical and contemporary, through literary works produced by Asian Americans.

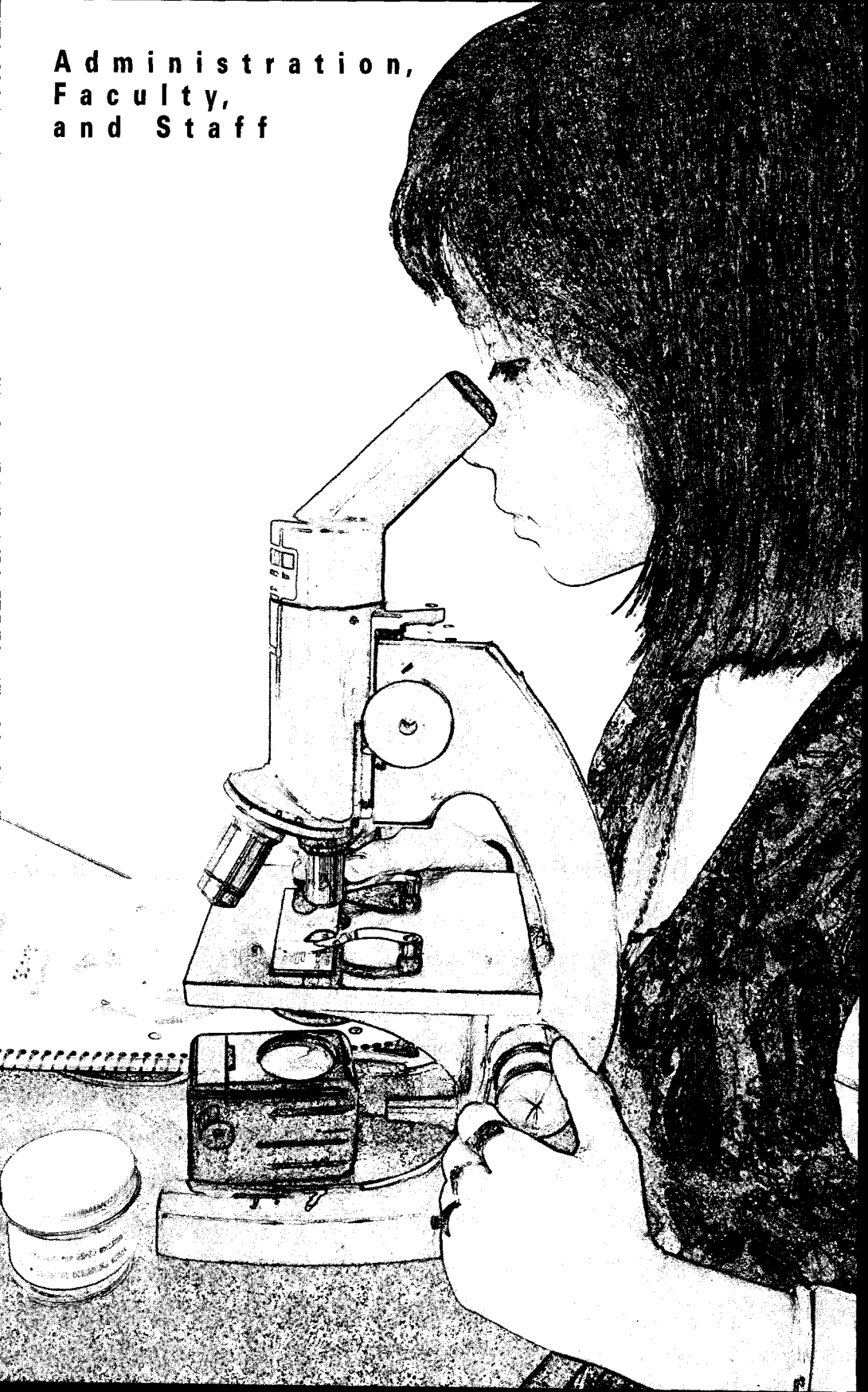
GC 1837. ASIAN AMERICAN WOMEN. (4 cr; TC)

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

GC 1851. MULTICULTURAL RELATIONS. (4 cr; BC)

Experiences of immigrant/migrant groups in building new lives in the United States. Intercultural, interethnic, interracial, and cross-gender relationships explored from cultural pluralistic perspective.

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[†] Recipient of the John Tate Award for Excellence in Academic Advising
[‡] Recipient of the University of Minnesota Academic Staff Award

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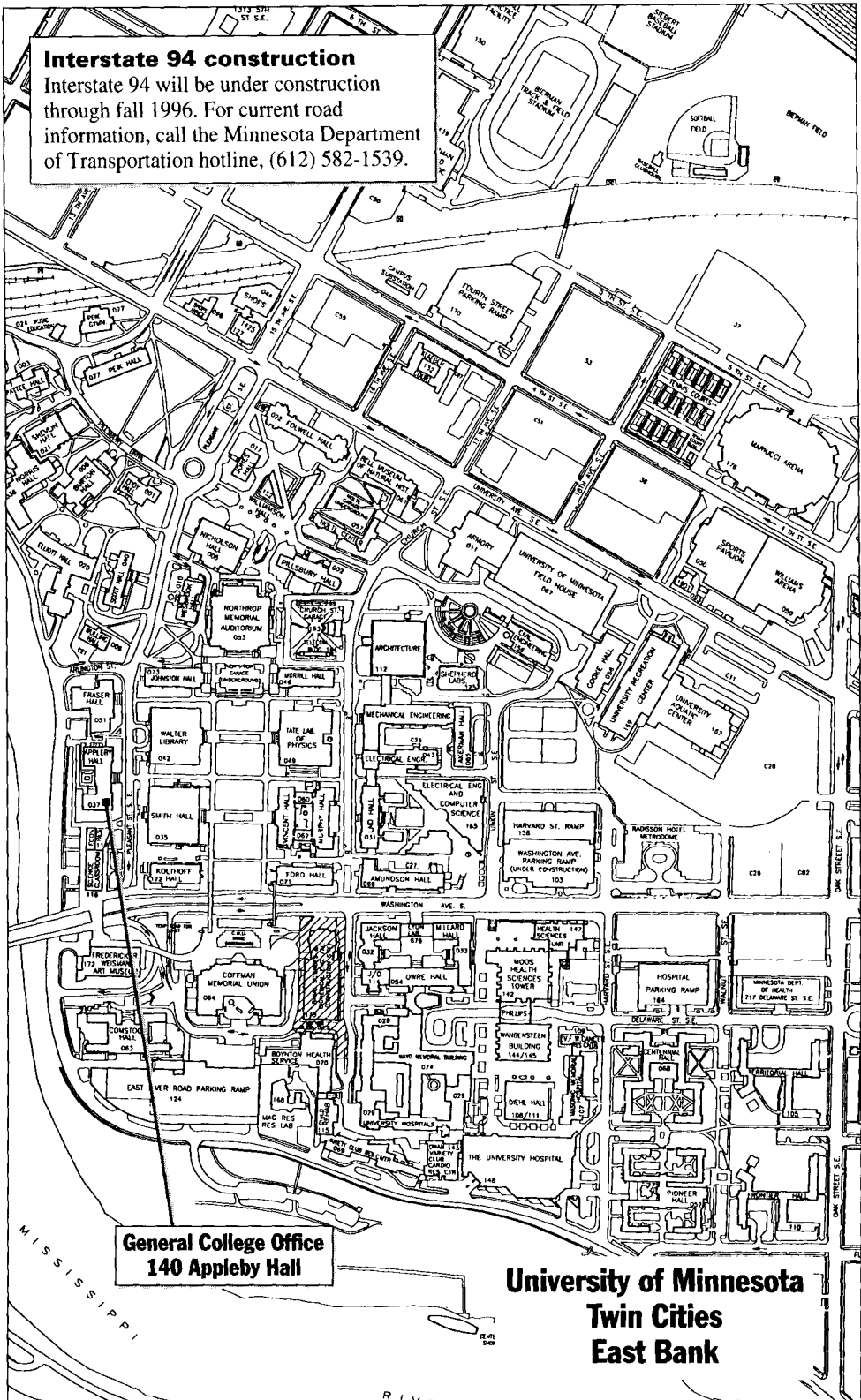
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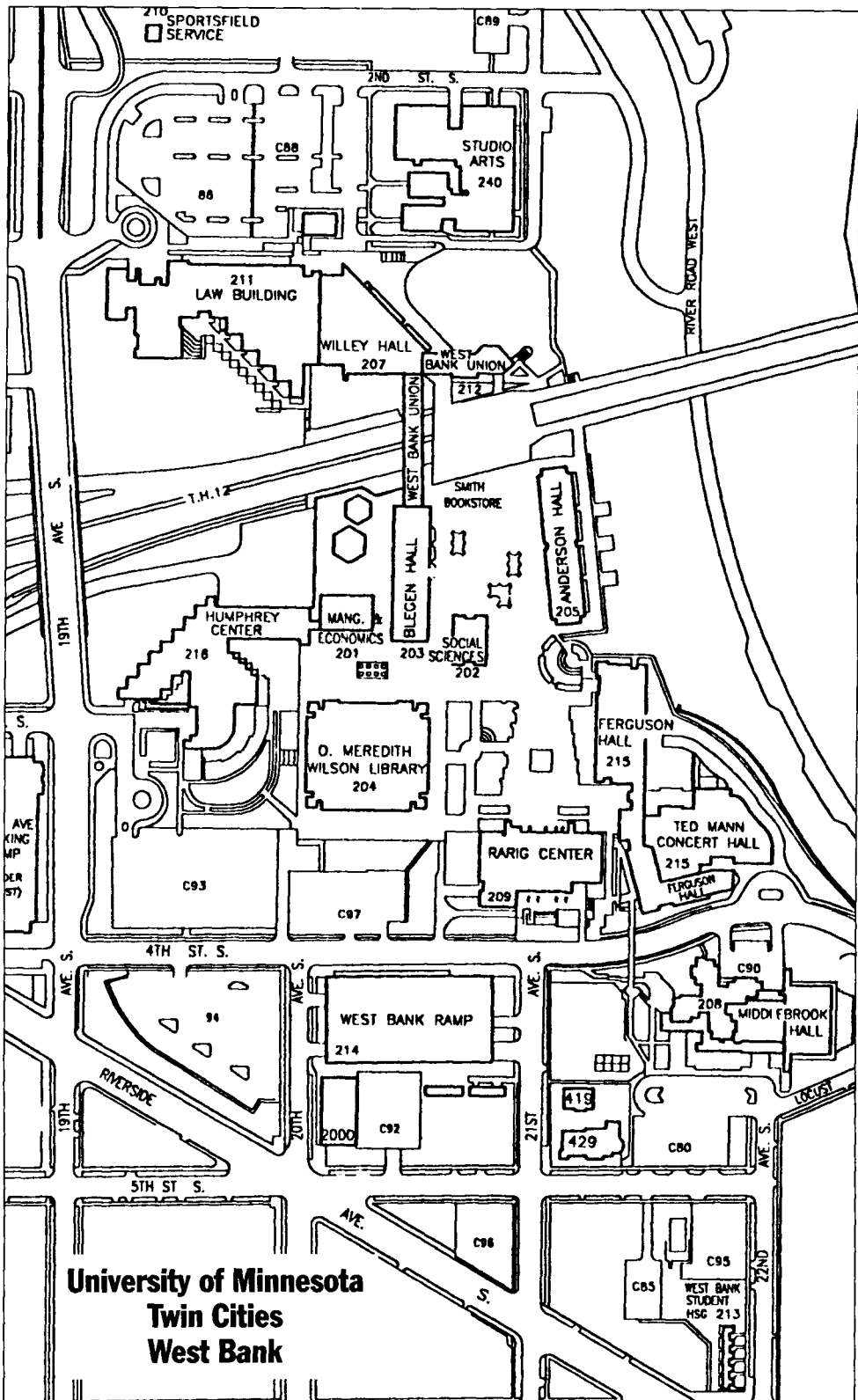
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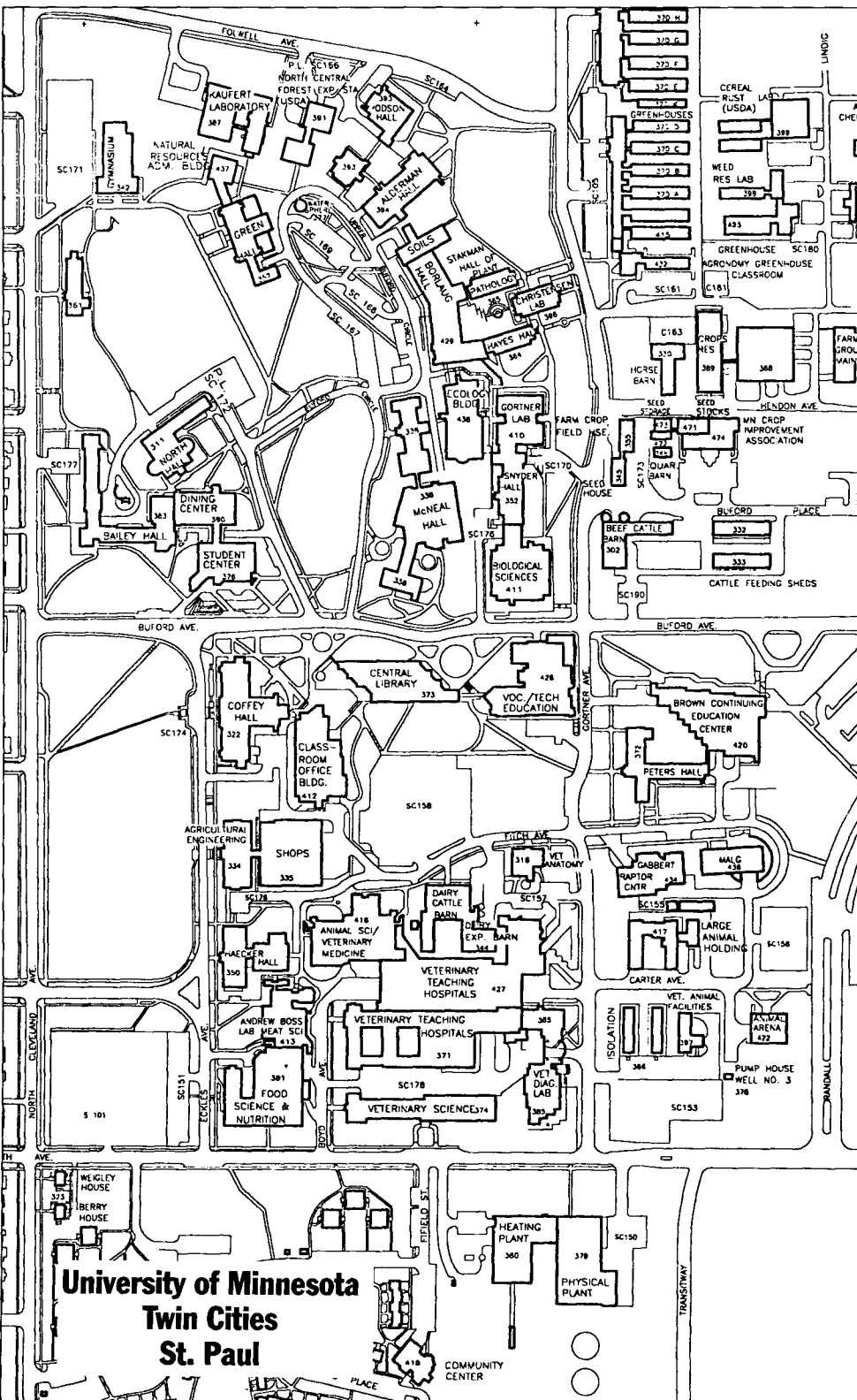
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**University of Minnesota
Twin Cities
East Bank**





**University of Minnesota
Twin Cities
St. Paul**

General College Directory

| | | |
|---|----------------------------|--|
| Office of the Dean | 109 Appleby Hall | 625-6885 fax 626-7848 TTY/TDD 626-1014 |
| GC Central | 140 Appleby Hall | 625-6663 |
| Academic Affairs and Faculty Welfare | 240 Appleby Hall | 625-2880 |
| College Registrar | 250 Appleby Hall | 626-7141 |
| Student and Instructional Support Services | | |
| Admissions and Prospective Students | 80A Appleby Hall | 626-7349 |
| Advising Center | 40 Appleby Hall | 626-8703 |
| Career Resource Room | 65 Appleby Hall | 624-4346 |
| Information and Referral Center | 25 Appleby Hall | 625-3339 |
| Peer Advising | 41 Appleby Hall | 626-7237 |
| Student Support Services/TRIO, McNair Program | 33 Appleby Hall | 625-0772 |
| Upward Bound | 17 Appleby Hall | 626-1665 |
| Learning Centers | | |
| Math Learning and Assessment Center | 9 Appleby Hall | 626-7525 |
| Technical Support Services | 211 Appleby Hall | 625-3413 |
| Reading & Writing Center | 3 Appleby Hall | 626-1328 |
| Affiliated Programs | | |
| Student Parent HELP Center | | |
| Director | 180 Appleby Hall. | 625-5307 |
| Coordinator, Mentoring Program | 182 Appleby Hall | 626-7290 |
| Coordinator, non-AFDC Grants | 133 Appleby Hall | 625-7519 |
| Coordinator, Private Grants | 133 Appleby Hall | 625-0825 |
| Student Parent Meeting Room | 135 Appleby Hall | |
| University Day Community | 101 27th Avenue S.E., #101 | 627-4107 |
| Student Board | 169 Appleby Hall | |

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