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General College

UNIVERSITY OF MINNESOTA

BULLETIN

1993 - 1995



General College

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General Information

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 at the Office of the Registrar, 150 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 which you will need to know in order 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.

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

One of the first places disabled students might seek assistance is at Disability Services (DS), 16 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455 (612/624-4037—voice or TDD). 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.

Policies

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

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, 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, 420 S.C. 20000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 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 addressed to Marjorie K. Cowmeadow, Associate Dean, General College, 109 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-6885).

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.

Postal Statement

Volume 96, Number 5
April 15, 1993

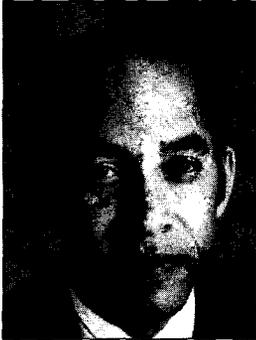
University of Minnesota
(USPS 651-720)

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Welcome

To New and Continuing General College Students:

Welcome to our diverse community of students, faculty, and staff. We have developed this bulletin to help you make a smooth transition into the life of the General College community. You should read and



digest the essential information provided here. The bulletin describes the academic programs and services we offer and requirements for which you will be held accountable. It

also describes the course offerings available and lists the faculty who teach them.

There are many things that we simply could not include in the bulletin, such as the opportunities you will have for participating in the vast array of cultural and

entertainment activities available as a by-product of the University's location in a major urban setting. Our hope, of course, is that you will make the most of the rich opportunities for academic growth and self-expression available to you as a student in General College.

We would like you to consider General College as your home away from home. This is a place where you are encouraged to use your unique voice and experiences as a basis for developing your academic track through the University. The faculty, professional advisers and counselors, administrative and civil service staff are eager to assist you in achieving success.

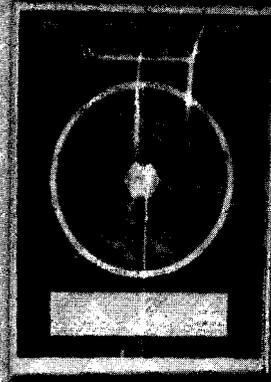
Sincerely yours,

A handwritten signature in cursive script that reads "David V. Taylor".

David V. Taylor
Dean



Programs and Services



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. In 1932, General College was founded to study the typical college student of the time and develop an appropriate educational experience for those who probably would not complete four years of study.

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

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

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

General College 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

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

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

To serve its students and fulfill its mission, General College 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, General College faculty reflect the interests of varied disciplines and the common goal of discovering how meaningful educational access is achieved.

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

Philosophy of Education

In keeping with General College'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 upon preparation for transfer and for baccalaureate study in a variety of programs, and seeks to develop students' abilities to bring together educational and career goals in a multidisciplinary 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, General College is their first academic home, providing them with an exciting, challenging, and stimulating milieu for exploration and discovery of ideas and for application of learning to their lives. General College strives to be a diverse community of students, faculty, and support staff, who value education as both ennobling and constructive, leading to a richer, more fulfilling life.

Base Curriculum Program

Research has shown that students who get off to a strong start in their first two quarters of college are more likely to be successful in completing a college degree. Accordingly, General College allocated a significant proportion of its resources to provide a supportive learning environment for students in a program called the Base Curriculum. This program is for entering students whose academic preparation may not meet expected standards for University degree-granting programs. During their first two quarters, students are required to register in this program, which includes courses in writing, mathematics, 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 General College. Working in tandem with faculty, SISS assists students with a) University and General College orientation; b) academic planning, course registration, and review of academic progress; c) educational and career planning leading to decisions about possible majors and college programs; and d) developing expertise in using the opportunities and resources of the University to achieve their educational goals.

Transition Curriculum

Students beyond their second quarter in General College register for courses in the Transition Curriculum, 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)—General College offers a number of its courses annually through several departments in Continuing Education and Extension. Such courses are offered both on campus and off campus in several high schools and community settings through the Department of Extension Classes, Continuing Education for Women, and Neighborhood Programs. Complete information about General College Extension courses is available in the current *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, General College 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 Student and Instructional Support Services in 25 Appleby Hall (612/625-3339).

Individual Study is self-defined learning. Students assume full responsibility for determining what they want to learn, setting goals, designing a course of study, and finding an appropriate faculty member to guide and monitor the project. The intent is to provide the means for students to pursue studies and educational objectives *not already available to them in established courses of the curriculum*. Study plans and projects should be aimed appropriately at the student's level of ability and attainment, and should be within the legitimate province of General College and its faculty. Through this means, students who have shown unusual interest and ability in a particular course may elect to work on a related aspect or problem, studying it comprehensively, or undertake directed study within the expertise of the faculty member.

To arrange for Individual Study, you must file a contract form that you work out in consultation with your faculty monitor. The form includes such questions as: What are your goals in undertaking this project? What preparation do you now have that you believe makes this an appropriate project for you to undertake through Individual Study? How do you plan to demonstrate what you have learned or achieved in your project? Contract forms are available in 140 Appleby Hall and should be returned to 109 Appleby Hall. 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 78. 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 and laboratories give students a place to improve and refine their reading, writing, and mathematics; practice

scientific procedures; and learn to operate microcomputers.

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

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.

We also offer 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 undergraduate students 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 undergraduate students of the University are eligible to apply for UROP funding. Applications are judged on the quality of the proposed project and the educational benefit to the student, and awards are granted to the strongest proposals. For application guidelines and further information, contact the General College Dean's Office, 109 Appleby Hall (612/625-6885).

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

The General College Student Board gives students who join or take part in its activities valuable insights into the college and University. The Board represents students' interests in decision making and policy development concerning academic and related matters. It is also in charge of the Student Lounge, 26 Appleby Hall. Members of the Student Board meet regularly, elect officers, and select representatives to serve on the University Senate, the Twin Cities Campus Assembly, and the Minnesota Student Association, as well as on the General College Policy and Planning Committee, the Admissions and Advancement Committee, the Curriculum Committee, the Grievance Committee, and various task forces. To become a member of the Student Board, stop by the Information and Referral Center, 25 Appleby Hall, for assistance and information about whom to contact.

The Special Services/TRIO (SS/T) 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 SS/T targets between 100 and 120 new students to

Programs and Services

be part of the total Special Services/TRIO community of 255. Services provided to program participants include intensive advising and counseling, group and individual tutoring, academic planning, career exploration, and ongoing support as students transfer to other colleges within the University.

To be admitted to Special Services/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 Special Services/TRIO Program, 33 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-0772) or TTY (612/625-4336).

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

The Ronald E. McNair Program at the University is an exciting new effort that prepares students for graduate study. The University of Minnesota is one of only 42 schools in the nation funded by the U.S. Department of Education to offer this program. Services include:

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

The McNair Program is federally funded and has certain eligibility requirements. You are eligible to participate if you are low-income (as determined by your parental income tax return) and a first-generation college student (neither parent has a bachelor's degree) or if you are of a group underrepresented in a graduate study area. Students of color or those underrepresented in their chosen field are encouraged to apply. In addition, you 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 counselor. 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 and meeting room, 182 Appleby Hall, which is equipped with computers, telephone, typewriter, refrigerator, and microwave.

University Day Community is a comprehensive adolescent day treatment program for educationally, emotionally, and behaviorally dysfunctional youth. It is funded primarily by Hennepin County Community Services along with other contributions from General College, the University of Minnesota, Minneapolis Public Schools, and the federal government. Services include family, personal, and group counseling; art and experiential therapy; and individualized academic programming. This behaviorally based program also provides internships, field experiences, and work-study employment opportunities for University students. It is located at 2722 University Avenue S.E., Minneapolis, MN (612/627-4107).

Student and Instructional Support Services (SISS)

Student and Instructional Support Services personnel, together with General College 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 General College:

- Admissions.
- 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.
- Going through orientation to General College.
- 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, General College 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 General College offices to obtain information on financial aid, transfer to other colleges, and tutoring services.

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- Getting information about registration deadlines and procedures.

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

In the General College Advising Center, faculty and professional advisers assist students with educational planning, academic advising, and course registration.

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.
- 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.

Career and Personal Development Focus—Assistance with:

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

Academic 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



Requirements

Application/Admission

Regular admissions are made for fall and winter quarters only. Each year, General College receives an average of 3,000 applications and enrolls 800 new students—700 in fall quarter and 100 in winter quarter. If you are interested in applying for admission to General College but want more information, call the General College Admissions Office, 80A Appleby Hall (612/626-7349). Help with application procedures and other concerns is available from General College and from the University Office of Admissions (612/625-2008). Campus visits also can be arranged through the University Office of Admissions. General information sessions about General College for prospective students and their family members or friends are held on Fridays in Appleby Hall. Call the GC Admissions Office (612/626-7349) for information about times and to make reservations for a general information session.

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

The *ACT Assessment Program Test*, though not required for admission, is required

by General College before a student can register and attend class. The results of this test assist in academic planning and advancement of the student. *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 General College in the quarter you applied for. If you have applied to General College 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 or GED, the *Michigan English Language Assessment Battery (MELAB)* is required of all non-native speakers of English (not on an international student visa), who must score a *minimum of 65* on the MELAB as a pre-condition for being admitted to General College for fall quarter. Students with MELAB scores of 65 to 77 will be required to take General College’s Commanding English (CE) program. CE admits students to its instructional program during fall quarter only; consequently, non-native speakers of English who seek winter admission must score at least 78 on the MELAB to be admitted. Failure to take and report the results of the MELAB test is sufficient grounds for having your admission or registration cancelled.

English Proficiency—If English is not your native language, you may be required to take the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB). 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 Minnesota English Center, 320 16th Ave. S.E., University of Minnesota, Minneapolis, MN 55455, or call (612) 624-1503. 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.

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

Transfer Students—Transfer students from another college must have no more than 24 attempted college credits, with a minimum 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, General College 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 of Minnesota—Twin Cities Office of Admissions in 240 Williamson Hall according to the following schedule:

Application deadlines			
Initial quarter of enrollment	Opening review date	Priority deadline	Final deadline
Fall 1993	October 1, 1992	December 15, 1992	June 1, 1993
Winter 1994	May 1, 1993	See below	October 15, 1993
Fall 1994	October 1, 1993	December 15, 1993	June 1, 1994
Winter 1995	May 1, 1994	See below	October 15, 1994

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 Twin Cities campus Office of Admissions (612/625-2008).

If you plan to complete all of your coursework through the Extension Classes or Independent Study departments, you must submit the appropriate application(s) for admission to the University through Continuing Education and Extension (CEE), 314 Nolte Center (612/625-2500).

Joint General College/Continuing Education and Extension (GC/CEE)—In order to maintain admission in General College and be eligible for financial aid and some GC student services, students who plan to transfer to the regular General College day program after initial registration in Continuing Education and Extension or Independent Study must not have accumulated more than 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 Office of Admissions (612/625-2008) and request that your application be updated before admissions are closed for the new quarter.

Requirements

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 attend 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 admissions 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 612/626-7349 or write to General College Admissions Office, 80A Appleby Hall, 128 Pleasant St. S.E., Minneapolis, MN 55455.

Orientation

All new students who enroll in the General College regular day program are required to attend a two-day orientation/registration program sponsored by the University and General College. During orientation, which takes place shortly before your first quarter of enrollment, student guides and professional staff will introduce you to the campus and to the resources and services of

the University. You will learn techniques for studying, career information, and more about what you will experience while at General College.

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 (612/624-1665). Information about applying and qualifying for financial aid is available there.

Recipients of financial aid are responsible for understanding and fulfilling the academic progress standards they are expected to maintain. For complete details, see *Academic Progress Standards for Financial Aid Recipients*, available from the Office of Student Financial Aid.

First-Time Registration—An important part of orientation is registration. You will be notified of your orientation/registration date by mail. At orientation, you will receive the *Class Schedule*, *General College Student Handbook*, other registration materials and instructions, and a scheduled time for registration. An adviser will help you plan your first quarter's program in the Base Curriculum (see page 7) and will also help you complete the necessary forms for official enrollment in the courses you have chosen.

Adviser Assignment—One of your most valuable resources at the University is your adviser who will assist you in academic matters and educational planning. All students accepted for admission and enrolled in General College are assigned an academic adviser. The advising system within General College 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 General College with an accurate local mailing address and keep it current at all times so that letters and official notices are promptly received.

Advising

Advising is 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.

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. 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—All students are currently required to obtain an adviser signature for registration approval. Students in their first year of enrollment in General College should plan for registration by attending a pre-registration planning group or by contacting their adviser. First-year 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 Transfer Plan in order to continue registering in General College. 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 General College students are required to register for the Base Curriculum program during their first two quarters and to meet regularly with advisers for academic

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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.

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 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. 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. Check the course closure sheets to make sure your courses are still open. Go to

202 Fraser Hall to officially register on the computer. At Fraser Hall, you will receive a computer printout of your schedule and a fee statement. Double check to make sure that your schedule is correct.

Credit Loads—A normal full-time load for University students varies between 12 and 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 General College, although students in special programs and those who receive financial aid should be aware of minimum credit requirements set by the programs or funding sources. Some General College courses have no credit value; however, for financial aid purposes and for full-time student status, these courses have credit equivalencies that are listed in the *Class Schedule* and the Courses section of this bulletin.

Combination Programs—After you have completed two quarters of work in General College courses and earned a C+ average (2.40 GPA), you may register for a combination program in which you supplement your program with studies not available in General College. In this way, selected courses offered by other colleges of the University for which you have the appropriate preparation are available to you.

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

A combination program is essential if you hope to transfer, as it provides you and the college you wish to enter an opportunity to discover how well you can perform in your proposed field.

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).

Continuing Education and Extension—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.

Holds—Registration holds restrict your registration until the unit that placed the hold either removes it or gives you a temporary release. General College places holds on students' records when 1) students who are on probation leave school for a quarter or more; 2) students are suspended for lack of academic progress; or 3) students have accumulated excessive credits in the college (see *Academic Standing*, below). Other units of the University may place registration holds, usually for financial indebtedness (to the University, a dormitory, or the library), or in rare cases, for disciplinary reasons. Financial holds usually also restrict students from being able to obtain transcripts.

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

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

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

Cancel/Adding Courses—Cancel/adding is the process by which you change your original registration. Forms for cancel/adding are available 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 General College courses with those from other colleges. Schedule changes may affect future

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academic standing or violate financial aid restrictions.

Adding Courses—If a course is open and the instructor approves, you may add a course through the first week of classes. However, instructors in some areas find late enrollment disruptive and discourage the practice. It is your responsibility to get information about course requirements and the instructor's expectations. From the first day of class through the second week (first week in summer), the instructor's written approval and signature on an override permission slip are required to add any class. After the second week (first week in summer), both the instructor's written permission and signature on the override slip and a *University of Minnesota Petition Form* are required (petition forms are available in 140 Appleby Hall). The student must then submit both forms to the adviser, whose signature is also required, and finally obtain the signature of the director of curriculum and evaluation (140 Appleby Hall). To enroll in a course that is closed, you must have the instructor's written approval and signature on an override permission slip; these slips are available from the course instructor.

Cancelling 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*. Check with your adviser or the Advising Center, 40 Appleby Hall, to find out what additional college procedures may be required.

You may cancel a course until the end of the sixth week of the quarter (or third week of the summer term) and receive a **W** (withdrawal), which will be recorded on your transcript. If you cancel a course before the end of the second week of the quarter (or first week of the summer term), the course will be removed from your transcript. If you want to cancel a course after the sixth week of the quarter (or third week of the summer

term), you must obtain a petition form from 25 Appleby Hall. If the course instructor approves your request, the instructor must sign the petition form and indicate if a **W** (withdrawal) will be assigned and recorded on your transcript. Return the petition form to 140 Appleby Hall. Instructors have the right to refuse late cancellation of their courses after the sixth week of the quarter (or third week of the summer term).

Cancelling Retroactively—The University requires that you cancel a course within the quarter you registered for it, but in a very limited number of circumstances allows students to cancel a course after the end of the quarter. Retroactive cancellation is reserved for situations when emergencies or other extenuating circumstances make it impossible for you to follow standard cancellation procedures. For assistance, contact the Information and Referral Center, 25 Appleby Hall, to make an appointment with the Director of Student and Instructional Support Services.

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

Leaving the University—If you "stop out" or decide to leave the University, you are encouraged to schedule an exit interview with an adviser in 40 Appleby Hall and file any necessary forms for withdrawal from classes so you cancel out in good standing. If you decide to leave at the end of a quarter when all of your work has been completed and cannot arrange for an exit interview, notify Student and Instructional Support

Services, 25 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-3339).

Credits, Grades, and Records

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

No-credit courses are offered for students whose academic preparation falls below University Preparation Standards. Although these no-credit (0xxx) courses do not count toward graduation, they do count toward the minimum credit load requirements for financial aid eligibility and for athletic eligibility. Grades earned in no-credit courses are included in computing grade averages in GC for successful academic progress and for the Dean’s List. Since other colleges review these grades, students are encouraged to do as well as possible in all their courses—credit and no-credit. A list of credit equivalents for no-credit courses appears on page 31.

Grading Systems—General College uses two grading systems: A-F (A-B-C-D-F) and S-N (satisfactory-no credit). Indicate at the time of registration on the basis on which you wish to be graded for each course.

The *A-F grading system* used by General College shows distinctions within letter grades by assigning a plus or minus to them. This system permits instructors to report a more accurate assessment of each student’s standing in class. The letter grades and their grade point equivalents are as follows:

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

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

However, students who plan to transfer to another college will need to meet the GPA required by that college. Check with that college about acceptance of S grades and inclusion of them in computation of the GPA.

Grade Base Changes—Students may change their grade base in a course (from A-F to S-N or from S-N to A-F) at any time during the quarter (or summer term) up to the final examination. During the first two weeks of the quarter (first week of summer term), the instructor’s approval is not required; beginning the third week of the quarter (second week of summer term), the instructor’s approval is required. A grade base change requires completing a cancel/add form (available in 25 and 40 Appleby Hall).

S Grade—To receive an S (satisfactory) in a General College course, you must earn a passing grade. Standards for what constitutes passing are up to individual instructors. You may not take any courses on the S-N system, except those designated S-N only, during your first quarter in residence. After the first quarter, there are no restrictions on the number of courses per quarter you may take on the S-N basis, although there are restrictions on the total number of S-N credits applicable to a degree program. Each college sets its own standards for the S grade. If you register for a course outside General College 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

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the work of a course within one quarter and the instructor believes earning credit is possible. If the instructor believes that the work cannot be made up, an F or N is assigned. Students are encouraged to avoid incompletes. If an incomplete in a course is unavoidable, the student is urged to make it up at an early date. An I will automatically convert to an F or an N (depending on whether the course was taken A-F or S-N) on a student's record after the student completes a subsequent quarter of registration following the quarter in which the I was earned. More than an occasional incomplete on a student's record is interpreted as an indication of a lack of academic progress. *Students who receive an I in a course may not repeat the course without re-enrolling and paying tuition for the course.*

N—No credit. 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 grade point averages (GPA). To compute the GPA, multiply the number of credits by the grade point equivalent for each course, add the grade points together, and divide by the total number of credits. For example:

Course	Grade	Credits		Grade point equivalent	
1166	A	5	x	4.00 =	20.00
1481	B-	3	x	2.80 =	8.40
1284	C+	4	x	2.40 =	<u>9.60</u>
					38.00

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

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

Day School Grades—Grade reports are distributed to students at the end of fall and winter quarters by the Office of the Registrar. Fall grades are available on the first day of winter quarter, and winter grades on the first day of spring quarter, and are distributed at the Great Hall of Coffman Union. After the first day of those quarters, grades may be picked up at Fraser Hall. A complete transcript of all grades earned to

date, including those for spring quarter, will be mailed to students at the end of each academic year by the Office of the Registrar.

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

Classroom Policies

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

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

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

In addition, 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

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

Satisfactory Progress—In order to monitor student progress closely, General College reviews academic progress on a quarterly and yearly basis. *Quarterly*: Students in General College are required to meet the college's minimum academic expectations of a 2.00 GPA each quarter they are registered. Grades in both day and Extension courses are reviewed. For purposes of the quarterly review, grades of N are counted into the GPA as if they were grades of F. Record symbols of I and W are not considered in the quarterly review. *Yearly*: In order to remain in good standing, students are required to have a minimum 2.00 cumulative GPA at the end of each academic year. In addition, students are expected to have completed at least 65% of their attempted credits during the academic year with grades of A, B, C, D, and S. Grades of N and F and symbols of I and W are considered unsatisfactory completion. Again, grades in both day and Extension courses are considered in the yearly review. In determining the grade average and credit completion for purposes of collegiate academic standing, General College's no-credit (0xxx) courses are counted at their credit equivalence level in both quarterly and yearly reviews.

Dean's List—Each academic quarter, students of outstanding academic achievement are recognized by being named

to the Dean's List. A letter of congratulation is sent to these students from the Dean of General College, and a notation is placed on the student's transcript for that quarter. Dean's List eligibility standards are listed below:

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

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

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

Suspension—Students who continue to make unsatisfactory academic progress while on probation are suspended from General College. Such action is taken only after students have been provided the opportunity to get needed help with their academic difficulties and time to show improvement.

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

toward transfer to a baccalaureate degree program. At that point, students whose records show a lack of progress toward transfer will receive counseling and may be encouraged to seek other educational options. Students will be assessed again within their second year in the college to determine whether they are progressing satisfactorily toward transfer to an appropriate degree program.

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

Students who complete 90 college-level credits in General College but have not transferred will be placed on a registration hold prohibiting further registration in General College. Exceptions to this restriction are made on the basis of individual review by the General College 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

You probably have enrolled in General College with the intention of transferring to another college of the University or to some other higher education institution. The General College curriculum helps you reach that goal. In your first two quarters, 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. However, because these requirements are different for individual units and may change from time to time, it is to your advantage to consult your adviser or GC Student 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 General College.

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

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Transfer of Credit

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

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.”
- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, “Will your credits fulfill requirements of the degree or program you choose?”
- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can prior to the deadline. Enclose the application fee.
- Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
- Recheck to be certain you supplied the college or university with all the necessary paperwork. Most colleges make no decisions until all required documents are in your file.

- If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
- After the college notifies you that you have been accepted for admission, your transcribed credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.
- If you have questions about your evaluation, call the University Office of Admissions (612/625-2008) and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See "Your Rights as a Transfer Student" below.

Your Rights as a Transfer Student

- A clear, understandable statement of an institution's transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.

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

- At your request, a review of your eligibility for financial aid or scholarships.

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

Transfer to Other Colleges Within the University

Students may be able to transfer to other colleges of the University after completing three to six quarters in General College. Although transfer requirements set by the different colleges of the University vary, at least a C+ (2.40) average in General College coursework is usually necessary. In addition, you should complete at least three courses outside General College, preferably in the area in which you intend to major, with at least a C (2.00) average for these courses. In some cases, specific prerequisite courses are required. Colleges of the University seldom consider applications for transfer if you have completed fewer than 36 credits. Some General College credits can be used to satisfy the liberal education distribution requirements of the new college, some help students to meet University Preparation 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 GC 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 General College 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 SISS Advising Center, 40 Appleby Hall, or the University Office of Admissions, 240 Williamson Hall.

Requirements

CLE Group Distribution Areas

The Council on Liberal Education (CLE) has recently established new requirements for a liberal education at the University of Minnesota in the following categories:

1. Diversified Core Curriculum

- Mathematical Thinking
- The Physical and Biological Sciences
- History and the Social Sciences
- Humanities and the Arts

2. Designated Themes of Liberal Education

- Cultural Diversity
- International Perspective
- Citizenship and Public Ethics
- Environment

3. Writing Skills

- Formal Composition or Rhetoric
- Writing Intensive Courses

During 1993, the Council on Liberal Education is reviewing 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

Student may be interested in continuing their education at institutions offering programs different from those in General College or unavailable at the University. Procedures for transfer to colleges outside the University may be discussed with a General College counselor or adviser. Requirements vary, but most General College credits (except those 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, General College has an established formal procedure for handling grievances. You may file a claim with the General College grievance review officer and ultimately, if necessary, with the Grievance Committee, composed of faculty, professional academic, civil service, and student representatives.

Courses



Courses

Subject Area List

Art

- 1311—Art: General Arts
- 1312—Visual Heritage
- 1481—Creativity: Art Laboratory—Experiences in the Media
- 1485—Creativity: Photography I (CEE only)
- 1486—Creativity: Photography II (CEE only)

Biological Sciences

- 1112—Ecological Evaluation of Environmental Problems
- 1114—Personal Environmental Health
- 1131—Biological Science: Principles
- 1132—Biological Science: The Human Body
- 1133—Nature Study
- 1134—Cardiovascular Anatomy and Physiology
- 1136—Biological Aspects of Aging (CEE only)
- 1137—Biological Science Laboratory: The Human Body

Business Studies

- 1275—Consumer Transactions and Law (CEE only)
- 1511—Introduction to Business
- 1513—Small Business Operations
- 1534—Practical Law
- 1537—Professional Selling
- 1540—Accounting Fundamentals I
- 1551—Marketing: Introduction
- 1553—Marketing: Principles of Management
- 1575—Introduction to Computers

Communication

- 1461—Oral Communication: Speaking and Creative Thinking
- 1462—Oral Communication: Speaking and Critical Thinking
- 1464—Oral Communication: Group Process and Discussion

Cultural Studies

- 1812—American Indian Literature
- 1814—The American Indian in American Law
- 1816—African-American Literature
- 1836—Asian-American Literature
- 1851—Multicultural Relations

Family Studies

- 1721—Marriage, Family, and Personal Fulfillment
- 1722—Home Life: Parent-Child Relationships (CEE only)
- 1731—Consumer Problems and Personal Finance

Humanities

- 1374—The Movies: An Introductory Course
- 1375—Film and Society

Literature

- 1365—Literatures of the United States
- 1366—Literature: Images of Women in Literature
- 1371—Literature: Reading Short Stories

Mathematics/Computer Studies

- 0611—Mathematics Skills Review
- 0615—Arithmetic Problem Solving
- 0616—Algebraic Problem Solving I
- 0617—Algebraic Problem Solving II

- 0618—Algebraic Problem Solving III
- 0621—Elementary Algebra
- 0623—Plane Geometry
- 0625—Intermediate Algebra, Part I
- 0631—Intermediate Algebra, Part II
- 0641—Basic Mathematics I
- 0643—Basic Mathematics: Programmed Study
- 1452—Algebra/Trigonometry
- 1454—Statistics
- 1533—Financial Mathematics: Procedures and Applications
- 1571—Introduction to Microcomputer Applications
- 1572—Introduction to Computer Programming
- 1575—Introduction to Computers

Music

- 1331—Musical Heritage
- 1483—Creativity: Music Laboratory—How to Read and Write Music

Philosophy

- 1351—Philosophy: Functions and Problems
- 1355—Philosophy: Problems of Ethics
- 1357—Philosophy: World Religious Beliefs
- 1456—Functions and Problems of Logic

Physical Sciences

- 1111—Science in Context: Weather and Climate
- 1160—Investigations in Physical Science
- 1161—Physical Science: Solar System Astronomy
- 1162—Physical Science: Stellar Astronomy
- 1163—Physical Science: Principles of Physics
- 1166—Physical Science: Principles of Chemistry
- 1167—Astronomy Lab
- 1171—Physical Geology
- 1172—Historical Geology
- 1173—Geology of the National Parks

Psychology

- 1281—Psychology in Modern Society
- 1282—Psychology Applied to Human Affairs (CEE only)
- 1283—Psychology of Human Development
- 1284—Behavior Problems of Children
- 1701—Psychology of Personal Effectiveness
- 1733—Contemporary Sex Roles

Reading and Writing

- 0401—Reading Comprehension (Commanding English students only)
- 0402—Grammar and Usage Review (CEE only)
- 1041—Developing College Reading (Commanding English students only)
- 1042—Reading in Content Areas (Commanding English students only)
- 1043—Learning Strategies: Reading and Study Improvement
- 1045—Developing College Writing
- 1051—Introduction to College Reading and Writing
- 1421—Writing Laboratory: Basic Writing
- 1422—Writing Laboratory: Communicating in Society

Social Sciences

- 1211—People and Problems
- 1221—Minnesota: History
- 1230—United States: Recent History
- 1231—United States: Growth of National Power

- 1232—United States: Growth of American Technology
- 1233—United States: Government and Politics
- 1235—United States: Law in Society
- 1241—Historical Biography
- 1251—World History
- 1252—World Politics
- 1285—Cultural Anthropology
- 1287—Teaching Internship: Introductory Psychology
- 1291—The World Today: Geography at Home and Abroad
- 1293—United States: Its People, Physical Environment, and Economic Activities
- 1294—Economics in Contemporary Society
- 1297—Teaching Internship: Economics in Contemporary Society

Study Skills, Career Exploration, and Personal Development

- 1043—Learning Strategies: Reading and Study Improvement
- 1076—Career planning
- 1086—Higher Education Survival Seminar
- 1471—Creativity: Creative Problem Solving—Innovation Techniques

Descriptions

Number

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

Note: Credit equivalents for no-credit courses are as follows: 0401, 0402, 0641, and 0643—4-credit equivalent; 0611, 0615, 0616, 0617, 0618, 0621, 0623, 0625, and 0631—5-credit equivalent. In order to receive credit equivalency, a student must take math courses in the appropriate sequence.

1000-1099 College-level skills exploration and development courses

1100-1851 Introductory and preparation-for-transfer courses

xxx8 Special topics courses

xxx9 Individual study

Symbols

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

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

Registration Override Permit, completed and signed by the instructor, is required for registration.

Δ Registration Override Permit, completed and signed by the unit offering the course, is required for registration.

□ Registration Override Permit, completed and signed by the college offering the course, is required for registration.

All courses offered through General College carry a “GC” departmental prefix.

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

0402. GRAMMAR AND USAGE REVIEW. (No cr, §Comp 0002C; CEE only)
Intensive step-by-step review of grammar (parts of speech, inflections, syntax), punctuation, and spelling for those who want a “refresher” before going into other composition courses or who feel the need of a basic course in the fundamentals of English usage; develops the ability to compose correct and effective sentences.

0611. MATHEMATICS SKILLS REVIEW. (No cr; prereq GC math level B)
For students who can perform the four basic operations with whole numbers. Fractions, decimals, percents, signed numbers, Metric system of measurement, scientific notation, ratio and proportion, formulas, simple graphs. Word problems emphasized.

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

0616. ALGEBRAIC PROBLEM SOLVING I. (No cr, §0621; prereq referral from 0615 instructor)
For students wanting a problem-solving approach to the topics of the first part of elementary algebra. Algebraic operations, variables, expressions, equations, graphing, and inequalities. Applications of these topics to real world problems.

0617. ALGEBRAIC PROBLEM SOLVING II. (No cr, §0621, 0625; prereq referral from 0616 instructor)
For students wanting to continue with a problem-solving cooperative learning approach to the second part of algebra. Topics include polynomials, factoring, systems of equations, quadratic equations, functions, variation, Cartesian graphing, and applied problems.

Courses

0618. ALGEBRAIC PROBLEM SOLVING III. (No cr, §0625, 0631; prereq referral from 0617 instructor)
For students wanting to continue with a problem-solving cooperative learning approach to the third part of algebra. Topics include quadratic equations, functions, radicals, exponential and logarithmic equations, conics, and applied problems.

0621. ELEMENTARY ALGEBRA. (No cr, §0617, 1435; prereq GC math level C or 0611 or 0615)
For students with strong arithmetic background. Topics include signed numbers, variables, expressions, equations, inequalities, exponents, polynomials, factoring, rational expressions, Cartesian graphing, systems of equations, radicals, and word problems.

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

0625. INTERMEDIATE ALGEBRA, PART I. (No cr, §1445; prereq GC math level D or 0621 with grade of C or better or 0617)
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 and radicals, complex numbers.

0631. INTERMEDIATE ALGEBRA, PART II. (No cr, §1446; prereq GC math level E or 0625 or 1445)
Basic knowledge of linear equations and inequalities, exponents, factoring, rational expressions, roots, radicals, complex numbers, and graphing assumed.
Topics include quadratic equations, matrix solutions to systems of equations, general inequalities, conic sections, functions, logarithmic and exponential functions. Introduction to sequences, series, and binomial theorem.

0641. BASIC MATHEMATICS I. (No cr, §1431; prereq #)
Self-paced. Offered through Mathematics Learning and Assessment Center, for students with limited knowledge in arithmetic. Addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Elementary word problems emphasized.

0643. BASIC MATHEMATICS: PROGRAMMED STUDY. (No cr; prereq GC math level B or C or 0641, #; may be repeated as needed)
With aid of instructor, topics selected from following: whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring, rational expressions, radicals. Offered through Mathematics Learning and Assessment Center.

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

1042. READING IN CONTENT AREAS. (3 cr [may be repeated for max 9 cr]; prereq Commanding English enrollment; A-F only)
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.

1043. LEARNING STRATEGIES: READING AND STUDY IMPROVEMENT. (2 cr; prereq instructor's approval, concurrent registration in an approved GC subject-matter course; S-N only)
Individualized course in which students learn and practice reading and study strategies for previewing, reviewing, studying textbooks; memorizing; note taking; organizing materials. Tutorial with content-area reading assignments.

1045. DEVELOPING COLLEGE WRITING. (3 cr; prereq referral from 1421 instructor; S-N only)
Responding to a variety of writing opportunities. Being conscious of audience, substance, and style; developing methods of talking about and revising writing; improving ability to edit writing to conform to principles of standard American English. Individualized, learning center format with tutorial assistance.

1051. INTRODUCTION TO COLLEGE READING AND WRITING. (5 cr, §1407)
Understanding relationship between reading and writing. Improving reading comprehension, study skills, and writing skills through individualized attention and small-group work. Organized around broad themes, chosen to aid students' common learning interests.

1076. CAREER PLANNING. (3 cr, §1502)
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.

1086. HIGHER EDUCATION SURVIVAL SEMINAR. (2 cr [may be repeated for max 6 cr], §1702; S-N only)
Academic coping skills (e.g., study behavior, test taking, time management, communication skills) and career exploration. Personal issues that may interfere with student progress. University/community resources.

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

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

1112. ECOLOGICAL EVALUATION OF ENVIRONMENTAL PROBLEMS. (5 cr)

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.

1114. PERSONAL ENVIRONMENTAL HEALTH. (5 cr; prereq 1132 recommended)

Emphasis on applying health concepts to daily life for a healthier, longer life. Topics include pollution, infectious and degenerative diseases, drugs, stress, allergies, immunity, and digestive problems.

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

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.

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

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

1133. NATURE STUDY. (4 cr)

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

1134. CARDIOVASCULAR ANATOMY AND PHYSIOLOGY. (5 cr; prereq 1132 or equiv)

Names, location, and structure of the parts of the circulatory system. Normal functions of these body parts are described, with an explanation of their common abnormalities and diseases.

1136. BIOLOGICAL ASPECTS OF AGING. (4 cr; CEE only)

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

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

Companion laboratory to 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.

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)

Inquiry approach to problem solving and the scientific method. Working individually and in groups in a laboratory 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.

1161. PHYSICAL SCIENCE: SOLAR SYSTEM ASTRONOMY. (5 cr)

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

1162. PHYSICAL SCIENCE: STELLAR ASTRONOMY. (5 cr)

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

1163. PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. (5 cr; prereq elementary algebra or 0621 or GC math level D)

Basic physical principles; aspects of mechanics, electricity, magnetism, sound. Lectures, discussion, lecture experiments, demonstrations; no separate laboratory. Problem solving geared to students' varying mathematical backgrounds; individual outside help available.

Courses

1166. PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY. (5 cr)

Fundamental principles and laws of chemistry; 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 laboratory.

1167. ASTRONOMY LAB. (4 cr; prereq astronomy course, ¶ astronomy course or equiv)

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.

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

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 laboratory: mineral and rock analysis, topographic map reading, landform identification, landscape interpretation.

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

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

1173. GEOLOGY OF THE NATIONAL PARKS. (5 cr)

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 laboratory integrated.

1211. PEOPLE AND PROBLEMS. (5 cr)

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

1221. MINNESOTA: HISTORY. (5 cr)

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

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

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

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

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

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

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

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

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

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

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.

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

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

1251. WORLD HISTORY. (5 cr)

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

1252. WORLD POLITICS. (5 cr)

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 *New York Times* will help integrate coursework with actual events.

1275. CONSUMER TRANSACTIONS AND LAW.

(4 cr)

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.

1281. PSYCHOLOGY IN MODERN SOCIETY. (5 cr)

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

1282. PSYCHOLOGY APPLIED TO HUMAN AFFAIRS. (5 cr; CEE only)

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.

1283. PSYCHOLOGY OF HUMAN DEVELOPMENT. (5 cr)

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

1284. BEHAVIOR PROBLEMS OF CHILDREN.

(4 cr)

Identification of maladaptive behavior/coping with children demonstrating such behavior. Examines effects of heredity, family experience, peer pressure, and socioeconomic class on development of behavior problems in children.

1285. CULTURAL ANTHROPOLOGY. (5 cr)

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

1287. TEACHING INTERNSHIP:

INTRODUCTORY PSYCHOLOGY. (3 cr; prereq 1281, #)

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.

1291. THE WORLD TODAY—GEOGRAPHY AT HOME AND ABROAD. (5 cr)

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

1293. UNITED STATES: ITS PEOPLE, PHYSICAL ENVIRONMENT, AND ECONOMIC ACTIVITIES. (5 cr)

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

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

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

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

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.

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

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

1312. VISUAL HERITAGE. (3 cr; S-N only)

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

1331. MUSICAL HERITAGE. (4 cr)

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

1351. PHILOSOPHY: FUNCTIONS AND PROBLEMS. (4 cr)

For students with no previous training in philosophy. Philosophy as an expression of the ways in which Western people see relationships in the world of experience. Intellectual factors that influence orientations, values, and standards by which people choose to live.

Courses

1355. PHILOSOPHY: PROBLEMS OF ETHICS.

(4 cr)

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

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

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

1365. LITERATURES OF THE UNITED STATES.

(4 cr)

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

1366. LITERATURE: IMAGES OF WOMEN IN LITERATURE. (5 cr)

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

1371. LITERATURE: READING SHORT STORIES.

(4 cr)

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

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

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

1375. FILM AND SOCIETY. (4 cr; 1374 recommended)

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.

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

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

1422. WRITING LABORATORY: COMMUNICATING IN SOCIETY. (4 cr; prereq 1421)

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

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

Algebraic and trigonometric concepts and graphical techniques used in practical situations dealing with measurement. Types of problems common to science, technology, and measurement emphasized. Useful to students needing additional preparation before college algebra.

1454. STATISTICS. (5 cr; prereq GC math level D or elementary algebra)

Introduction to modern statistics, emphasizing problem solving and hands-on experience with real data. Topics include data exploration, summary statistics, sampling, probability, distributions, estimation, and hypothesis testing.

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

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

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

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.

1462. ORAL COMMUNICATION: SPEAKING AND CRITICAL THINKING. (4 cr; prereq 1461)

In conversations, discussions, and prepared speeches, students share ideas, attitudes, and experiences with others. Focus on methods of organizing and developing oral communication to increase skills in gathering and selecting material and organizing and presenting it in a manner appropriate to audience and occasion. Modes and methods of critical 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.

1464. ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION. (4 cr)

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

1471. CREATIVITY: CREATIVE PROBLEM SOLVING—INNOVATION TECHNIQUES. (4 cr)

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

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

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

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

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

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

1486. CREATIVITY: PHOTOGRAPHY II. (4 cr; prereq 1485 or #; CEE only)

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

1511. INTRODUCTION TO BUSINESS. (5 cr)

Broad overview of business and the economic environment in which businesses operate. Topics include economic systems, ethics, management, marketing, finance and law. Useful introductory course for students planning further study in business fields; also recommended for those who want to survey field without studying it in detail.

1513. SMALL BUSINESS OPERATIONS. (5 cr)

Students evaluate opportunities to start a small business or to purchase an existing one. Topics include financing the business; marketing products; administering key resources; organizing, controlling, and writing the business plan. Designed for people who plan to own or operate a small business in a marketing-related area.

1534. PRACTICAL LAW. (5 cr)

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

1537. PROFESSIONAL SELLING. (4 cr)

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 also discussed.

1540. ACCOUNTING FUNDAMENTALS I. (4 cr)

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

1551. MARKETING: INTRODUCTION. (5 cr)

Product pricing, distribution, and promotional principles; target market and segmentation analysis; current marketing strategies and trends.

1553. MARKETING: PRINCIPLES OF MANAGEMENT. (5 cr; prereq 1551 or #)

Principles of management: planning, organizing, directing, controlling. Also covers decision making, leadership, group dynamics, and motivation.

1571. INTRODUCTION TO MICROCOMPUTER APPLICATIONS. (5 cr; prereq elementary algebra)

Self-paced course covering operating system (DOS), word processing (WordPerfect), spreadsheet (Lotus clone), and data base (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.

1572. INTRODUCTION TO COMPUTER PROGRAMMING. (5 cr, §3571; prereq 1571 or IBM microcomputer experience)

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.

1575. INTRODUCTION TO COMPUTERS. (4 cr; prereq elementary algebra)

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

Courses

1701. PSYCHOLOGY OF PERSONAL EFFECTIVENESS. (4 cr)

Promotes better understanding and acceptance of ourselves and others; psychological concepts of personal and social adjustment. Students examine their own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs, and interests.

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

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

1722. HOME LIFE: PARENT-CHILD RELATIONSHIPS. (4 cr: CEE only)

Interdisciplinary course aimed at helping students develop their own philosophy of childrearing—attitudes, principles, and perspectives that will guide them. Focus on crises of parenthood. Relevant research used to emphasize principles of parent-child relations and tasks of parenthood.

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

Economic system from viewpoint of the family as a consumer unit. Fundamentals of financial planning and personal economic decision making, their application to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit, and obtaining and evaluating consumer information.

1733. CONTEMPORARY SEX ROLES. (5 cr)

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

1812. AMERICAN INDIAN LITERATURE. (4 cr)

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

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

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

1816. AFRICAN-AMERICAN LITERATURE. (4 cr)

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 Blacks in America.

1836. ASIAN-AMERICAN LITERATURE. (4 cr)

Examines the Asian experience in America, both historical and contemporary, through literary works produced by Asian-Americans.

1851. MULTICULTURAL RELATIONS. (5 cr)

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

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Administration, Faculty, and Staff

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**Recipient of the John Tate Award for Excellence in Academic Advising.

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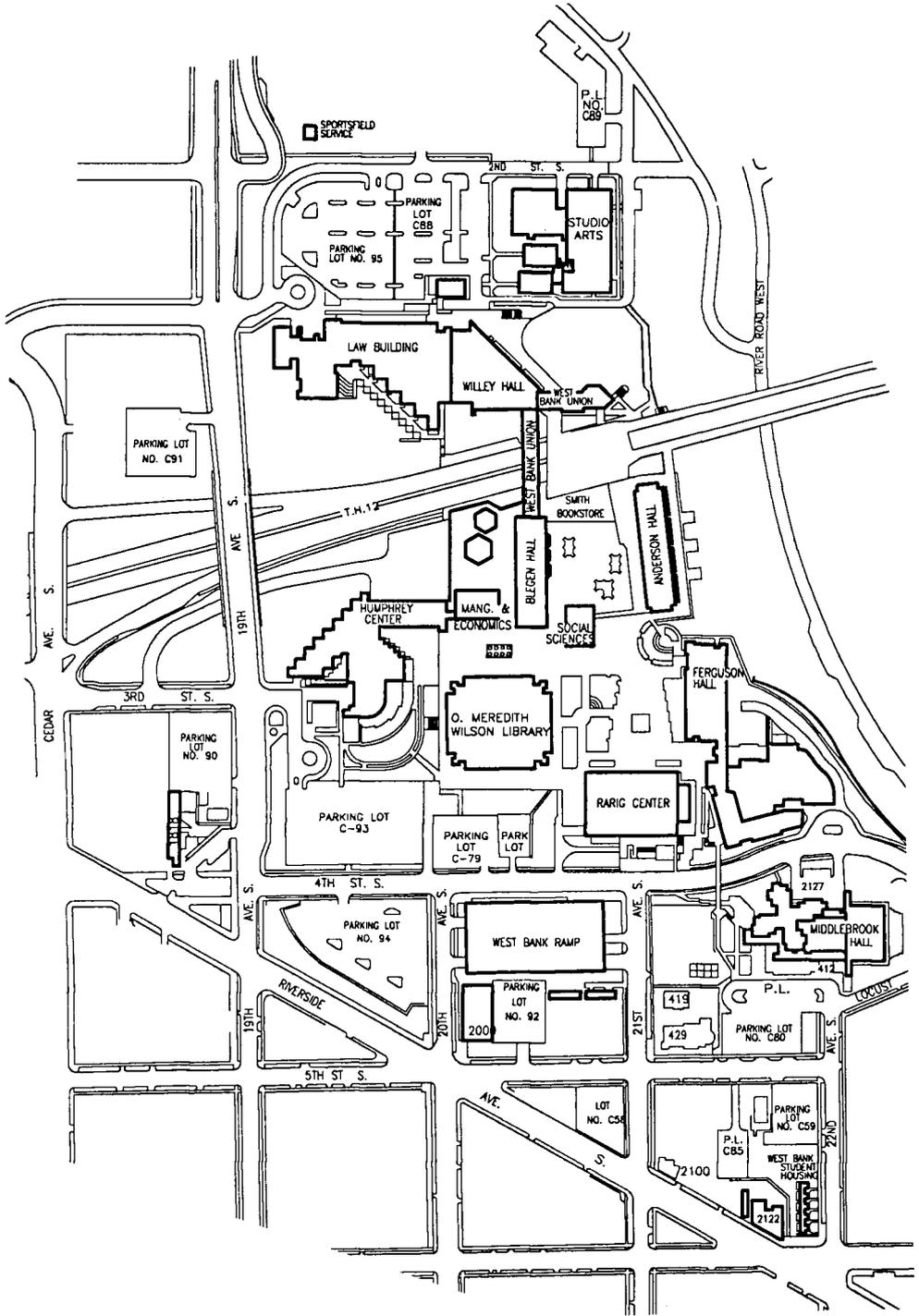
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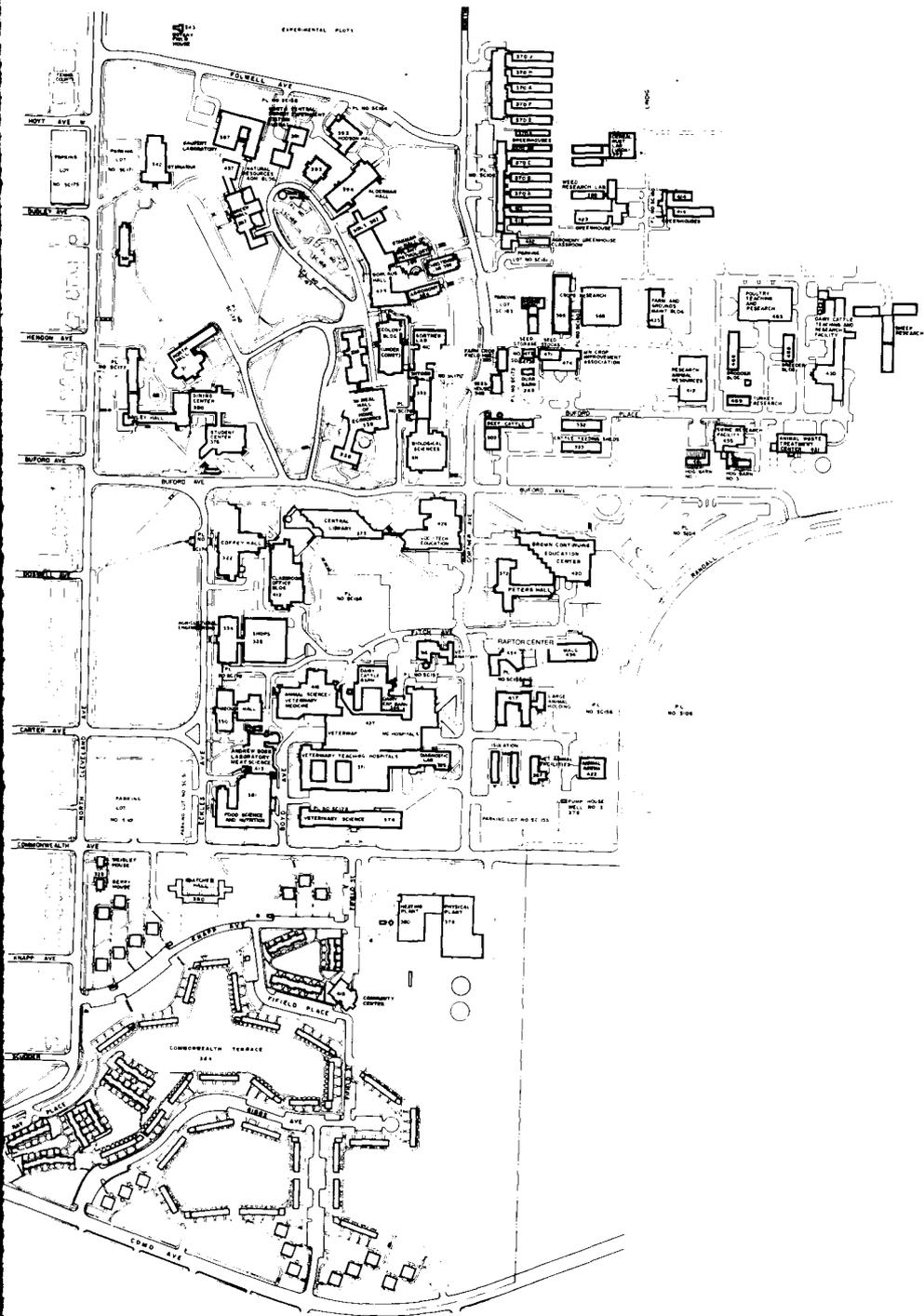
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Notes

General College Directory

Office of the Dean	109 Appleby Hall	625-6885
Student and Instructional Support Services Offices		
Admissions and Prospective Students	80A Appleby Hall	626-7349
Advising Center	40 Appleby Hall	626-8703
Information and Referral Center	25 Appleby Hall	625-3339
Peer Advising	41 Appleby Hall	626-7237
Special 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	626-7572
Media Center	205 Appleby Hall	625-3413
Reading & Writing Center	3 Appleby Hall	626-1328
Affiliated Programs		
Student Parent Program	182 Appleby Hall	625-5307
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