

University of Minnesota

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Bulletin

JUNE 29, 1971

general college

Contents of This Bulletin

This bulletin contains important information about the General College. Students should read it carefully and keep it at hand for ready reference. It is divided into the following parts:

- Section 1: The Mission and Programs of a College with Open Doors*—Describes the admissions policy and the mission of the General College, as well as general and occupational education programs, Extended Programs, and community programs.
- Section 2: Freedom to Plan a Personal Curriculum*—Provides an overview of the General College curriculum, showing its classifications of Man and Nature, Man and Society, Humanities, Communication Systems, Man and His Work, Personal Life, and Coordinated Studies.
- Section 3: Counseling and Advising*—Outlines the General College's orientation, advising, and counseling services through which students are given individual assistance in program planning and help in resolving personal, educational, and vocational problems.
- Section 4: The Comprehensive Testing Program and the Associate in Arts Degree*—Explains the purposes of the testing program and the importance of every student's participation in it.
- Section 5: Occupational Education in the General College*—Discusses the relationship of general education to such General College occupational education programs as dental assisting, law enforcement, legal paraprofessional education, marketing, radiologic technology, and recreation for special groups, as well as other occupational education opportunities.
- Section 6: College Procedures*—Details specific requirements for admission, registration, and cancel-add; discusses such matters as combination programs, grading systems, academic progress and scholastic standing, transfer to other colleges, and adult special status; and presents a 2-year schedule indicating deadlines for procedures in a typical student's program.
- Section 7: Course Descriptions*—Lists and describes all courses in the General College curriculum for students planning programs. This section should be used in conjunction with the University class schedules issued each quarter.

COURSE NUMBERS, SYMBOLS, AND ABBREVIATIONS

Students should acquaint themselves with the significance of the following numbers, symbols, and abbreviations, used especially in Sections 2 and 7 of this bulletin:

- 0-000 Four-digit hyphenated numbers (e.g., 1-351) preceding course titles are the "new" course numbers in use beginning in 1970.
- (00X) One- or two-digit numbers, in many cases followed by a capital letter (e.g., 29A), in parentheses following most course numbers are the "old" course numbers in use through 1969-70.
- § Means that credit cannot be received for the course described if credit has already been received for any course listed after the symbol.
- ¶ Means that students must register concurrently in the course described and in the course or courses listed after the symbol.
- # Means that students must obtain consent of the instructor in order to register for the course.
- cr Abbreviation for "credit" or "credits."
- prereq Abbreviation for "prerequisite."

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GENERAL COLLEGE

SECTION 1

The Mission and the Programs of a College with Open Doors

THE OPEN DOORS

The doors of the General College are open as wide as money and building space permit. Subject to controlled enrollment policies imposed upon the Regents by these two limiting factors, any Minnesotan who is a high school graduate (and, in special circumstances, some who are not) can enter the General College and progress within the University as far as academic ability, classroom performance, personal circumstances, and interest in higher education allow. The General College can be an entrance to studies ranging from certificate programs through associate and baccalaureate degrees to, in some cases, professional education and doctorates. It is a door to the University which is readily accessible to the community at large.

Students entering the University through the open door of the General College vary widely in personal goals, academic skills, and preparation for college work. Some come to the General College because they are uncertain about their educational objectives, or because they want to test their ability to do college work. Others come with plans and patterns of studies which do not fit traditional college programs. Most belong to the broad middle range of academic ability which forms the bulk of every high school graduating class and the core of American society.

THE MISSION

Without the opportunity the General College offers, many of these Minnesotans could not enter their University. Their talents, consequently, would to some extent be wasted and part of the state's most valuable resource would be lost. The mission of the General College is to help in the conservation of Minnesota's human resources.

In this connection, it is important to note a fundamental policy. The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origin. This is a guiding policy in the admission of students in all colleges and in their academic pursuits. It is also to be a governing principle in University-owned and University-approved housing, in food services, student unions, extracurricular activities, and all other

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student and staff services. This policy must also be adhered to in the employment of students either by the University or by outsiders through the University and in the employment of faculty and civil service staff.

THE PROGRAMS

The curriculum of the General College is intended to reflect the interests and requirements of people rather than the often abstract logic of subject-matter disciplines. In the 1930's, for example, the faculty questioned young men and women on campus as well as citizens in the Twin Cities community about what a useful college education should include. Again in the 1950's, it asked its graduates to evaluate their General College classes in the light of their experiences 5 and 10 years after leaving the University.

Courses and teaching methods have been influenced by these research studies. The General College curriculum does not duplicate or compete with curricula available in other parts of the University because the college concentrates upon being useful to individuals having educational needs not otherwise provided for. Experimentation, innovation, evaluation, and relevance have been watchwords in the General College since its founding in 1932.

Today, the General College offers a program of general education culminating in a 2-year or associate in arts (A.A.) degree, programs of general education in combination with training in a number of occupational fields, and programs extending into a third or fourth year of college study.

THE GENERAL EDUCATION PROGRAM

As the name of the college implies, general education is the core of the General College program. The general education program is composed of courses which, like those offered in a liberal arts college, can be classified into the broad categories of the social sciences, the natural sciences, and the humanities.

But general education courses are broad in scope rather than specialized. They focus on major concepts, general principles, relations in and among fields of knowledge, and practical applications, as well as on knowledge of facts. They include classes in personal orientation, vocational planning, and family living. The objectives of general education emphasize personal goals: self-understanding, individual competence, values, and purpose.

A student may use the general education program as a means of testing personal as well as educational objectives. He may use it as a foundation for advanced study (see "Transfer" in Section 6). He may complete requirements for the associate in arts degree solely in general education courses, or he may combine general and occupational education in a number of ways.

GENERAL EDUCATION AND OCCUPATIONAL EDUCATION PROGRAMS

The vital relationship of general and occupational education is discussed in Section 5. That portion of this bulletin describes General College courses of study in dental assisting, law enforcement, legal paraprofessional education,

marketing, mental health generalist training, radiologic technology, recreation for special groups, and vocational teacher education.

Occupational education in the General College, however, need not be confined to these fields. The faculty has agreed to accept as applicable to associate and baccalaureate degrees courses of study offered in public and private technical and vocational schools which are accredited by the Minnesota State Department of Education. Thus, men and women with training and experience in such fields as electronics, data processing, or medical technology can receive advance-standing credits which will shorten the time they need to complete requirements for a university degree. Moreover, other occupational programs will emerge as the University's professional schools become increasingly involved in the national trend toward developing paraprofessional educational programs, and as students themselves increasingly request freedom to design special courses of study in occupational fields.

GENERAL COLLEGE EXTENDED PROGRAMS

In June 1970, the University of Minnesota Senate recommended and the Board of Regents subsequently ratified a proposal giving the General College faculty the authority to develop programs of study extending beyond the associate in arts degree, to include baccalaureate degrees. This project is part of the University's program for the 1970's. It is intended to make the University even more accessible to an even broader spectrum of Minnesotans seeking higher education, to serve the educational needs of by-passed populations, to respond to new manpower requirements as these emerge in the community, to provide additional educational opportunities for the 2-year college graduate, and to give students and faculty new ways of becoming involved in meaningful experiments aimed at improving college teaching and curricula.

Thus, General College Extended Programs are a new venture. At the time this bulletin is being prepared, fewer than 50 students are enrolled and policies and procedures are still being worked out. The number of students to be served in Extended Programs during the next few years will be limited to approximately 400. This aspect of the General College curriculum is still in a formative stage.

Nevertheless, the program already has certain broad characteristics. Each student's course of study is individually planned. Each stems from a proposal which utilizes resources of the General College and of the community for achieving unique educational objectives. Such proposals may combine classes, field work, independent study, and internship experience. But each plan must be concerned with a field of knowledge or an area of occupational education. Each must include arrangements for demonstrating ability to apply formal study to concrete situations. Each must satisfy all-University liberal education requirements for baccalaureate degrees, and each must be unlike any other course of study available on the Minneapolis and St. Paul Campuses of the University.

For additional information about this aspect of the curriculum, as well as about the other General College programs, see Section 2.

COMMUNITY PROGRAMS

For almost 40 years the General College has helped the University of Minnesota react constructively to changing social needs. When the college was

Section 1

founded, the nation was in the depths of the Great Depression. The crisis of the 1930's led people to ask colleges and universities for answers to economic problems and access to means of improving their lot. Those who came to the University of Minnesota during these hard years were not turned away.

When the men who had fought in World War II descended upon America's campuses in order to take advantage of the G.I. Bill, the General College aided the University in absorbing the flood. Minnesota neither denied nor postponed admission to any veteran capable of profiting to any degree from work in its courses of study. General College enrollment figures document these assertions:

<i>Depression Years</i>	<i>Post-World War II Years</i>
1932—436	1943— 301
1940—980	1944— 548
	1945— 815
	1946—1,956

And in the 1960's, the existence of the General College was one of the factors which enabled the University to respond to demands that higher education in Minnesota be readily available to formerly by-passed populations, and that courses of study place direct emphasis upon preparing students for life in the final quarter of the 20th century. The General College faculty does not seek to serve only those students following disciplinary or subject-matter tracks; it also seeks to serve citizens of the community according to their situation and their needs.

Accordingly, the General College welcomes those of the disadvantaged who seek college education. It is the home of such projects as New Careers, Work Incentive Program, Newgate, Career Opportunity, Upward Bound, Careers in Urban Planning, and the Martin Luther King Scholarship Program. It operates the HELP Center, where special counseling attention is given to students in these programs, and it has added to its curriculum courses which are directed to their special interests and which demonstrate the University's concern about them, their traditions, and their problems.

Its rich and varied experience with generations of students whose educational needs were not being met in conventional courses of study enables the General College faculty to respond quickly and effectively to the opportunities for service inherent in programs for the disadvantaged. In turn, experience gained in these special programs is providing new insights to a faculty now engaged in the task of constructing courses of study appropriate for the undergraduate student body of the 1970's.



SECTION 2

Freedom to Plan a Personal Curriculum

With the exception of a few specific subjects required in particular occupational education programs, the General College does not require its students to follow set patterns of courses. Its curriculum is a free-choice curriculum, which means that a student may select his studies on the basis of his personal interests, requirements, and hopes.

Section 2

Every student is encouraged to explore new subjects and unfamiliar fields. In consultation with a faculty adviser, he may use this invitation to explore as a means of testing educational goals or as a foundation for advanced study. He may desire to try his ability to succeed in an occupation, or he may want to fill gaps in his educational background. The General College Comprehensive Testing Program (see Section 4) assesses his preparation for college work, helps him select courses in the light of his own needs, and regulates award of the associate in arts degree and possible continuation into programs of study extending beyond the sophomore year.

The Pass-No Credit (P-N) grading system (see Section 6) helps ensure that a student will not be penalized for attempting the new or the unknown.

The General College curriculum is intended to be relevant and flexible. An examination of the summary table of courses following these paragraphs will reveal frequent provision for "Individual Study" in many facets of many fields (see course numbers having 9 as the fourth digit, and see Section 6 for registration instructions). In addition to the many areas in which individual study is available, there are a number of ways in which such study may be undertaken. Students who have shown unusual interest and ability in a particular course can work independently on a topic or a problem in a manner more comprehensive than would ordinarily be possible. Some students may undertake a study in which greater direction is provided by an instructor than is characteristic of independent study. Others may have special needs and interests in areas not covered by courses in the curriculum. *Individual study is not intended as a substitute for regularly scheduled courses.*

Groups of students and one or more faculty members wishing to follow a course of study which is not part of the established curriculum may organize a "Special Topics" class for which credit can be given (see course numbers having 8 as the fourth digit; also see Section 6). As was pointed out in Section 1, work experience and off-campus instruction can in some cases be assigned credits which can be added to those acquired through formal class work and which can be applied to the total number required for the A.A. degree. In some cases, it is also possible for students to earn credits by examination, without any formal classroom work (see Section 6 for details).

As a means of maintaining continued relevance in its course offerings, General College curriculum development procedures are deliberately flexible, and curriculum innovation is intentionally encouraged. One result of such a free atmosphere of experimentation is the opportunity that two or more faculty members have to offer frequent "package courses," combinations of two or more subjects (e.g., composition and literature), often team-taught by specialists in related subject-matter disciplines. Such package courses are admittedly experimental; some of them may be offered once or twice and then dropped or replaced by another experimental combination. On occasion, however, some package offerings prove their worth and become established in the curriculum as "Coordinated Studies" (e.g., Contemporary Race Relations; see end of Section 7). By enrolling in a package course or in a coordinated studies combination during a given quarter, a student is able to integrate his learning by concentrating on one general subject-matter area from two or more points of view. Students enrolled in package courses and coordinated studies earn the same academic credits as students taking course offerings listed in the established curriculum.

Since, from the General College's student-oriented point of view, any new experience is regarded as potentially a part of the learner's general education, the college provides its students with ample opportunity to participate in the life of the college in nonacademic areas, such as by joining any of the various college committees. Students may, for instance, participate in college governance by contributing to the deliberations of such standing committees as the General College Student Association, the faculty Curriculum Committee, or other faculty and dean's committees. Likewise, students may also become members of various college task forces and such ad hoc committees as the Extended Programs Committee and its subcommittees. In recognition of the educational value of student effort in committee work, college regulations allow for the granting of regular academic credit for a specified number of hours of committee participation by students (see Section 6 for registration details).

The purpose of these liberal arrangements is to make college education a personal enterprise. The flexible curriculum of the General College can help all students reach their educational objectives, whatever those may be. The outline of the structure of the curriculum which follows is intended to provide an overview of its resources. For detailed descriptions of each course, see Section 7.

In the General College, the heart of the curriculum is the general education program. Taking courses in general education should give a student some knowledge of the natural world; of man's behavior and social organization; of man's intellectual achievements in the arts, literature, and philosophy; of the means man has found to communicate with his fellowmen; and of the ways he has attempted to synthesize and organize his knowledge and experience.

The courses comprising the General College curriculum are arranged into categories as follows:

- Man and Nature
- Man and Society
- Humanities
- Communication Systems
- Man and His Work
- Personal Life
- Coordinated Studies

MAN AND NATURE

The courses listed in this section, although differing among themselves in specific objectives, have common purposes: to provide the student with knowledge of the biological and physical sciences, to increase his understanding of our physical environment, and to enhance his appreciation of the role of science in modern life. In the Science in Context grouping, principles from various disciplines are examined in the light of their relationships to major problems currently facing society. In the Biological Science grouping, emphasis is placed on the human organism—its relationship to the whole living world and its functioning in sickness and health. The courses in the separate physical sciences stress fundamental principles, procedures, applications, and relationships. Special laboratory courses give the student opportunities to explore techniques and their uses in problem solving.

Section 2

- 1-111. Science in Context: Weather and Climate
- 1-112. Science in Context: Man and His Environment
- 1-113. Science in Context: Utilization of Natural Resources
- 1-118. Science in Context: Special Topics
- 1-119. Science in Context: Individual Study
- 1-131. Biological Science: Principles
- 1-132. Biological Science: The Human Body
- 1-137. Biological Science: Laboratory
- 1-138. Biological Science: Special Topics
- 1-139. Biological Science: Individual Study
- 1-161. Physical Science: Astronomy—Solar System
- 1-162. Physical Science: Stellar Astronomy
- 1-163. Physical Science: Principles of Physics
- 1-166. Physical Science: Principles of Chemistry
- 1-171. Physical Science: Geology
- 1-172. Physical Science: Historical Geology
- 1-177. Physical Science: Laboratory Geology
- 1-178. Physical Science: Special Topics
- 1-179. Physical Science: Individual Study
- 1-181. Modern Physical Science
- 1-182. Science and Philosophy

See also "Coordinated Studies" for 1-921.

MAN AND SOCIETY

General College social science courses are intended to help students become thoughtful, informed, and responsible citizens prepared to involve themselves in society's social, economic, and political problems. All the social science courses listed below, regardless of title, deliberately cross subject-matter lines and utilize knowledge from more than one of the social science disciplines. An effort is made in each course to acquaint students with the scope and methods of the social sciences and to apply them to the issues of the day.

- 1-211. Man in Society: His Personal Role
- 1-212. Man in Society: His Organizational Role
- 1-218. Man in Society: Special Topics
- 1-219. Man in Society: Individual Study
- 1-221. Minnesota: History
- 1-226. Minnesota: School and Community
- 1-227. Minnesota: Community Problems
- 1-228. Minnesota: Special Topics
- 1-229. Minnesota: Individual Study
- 1-231. United States: Growth of National Power
- 1-232. United States: Growth of Technology
- 1-233. United States: Problems of Government
- 1-234. United States: American Educational Systems
- 1-235. United States: Law in Society
- 1-236. United States: Crime and Delinquency
- 1-238. United States: Special Topics
- 1-239. United States: Individual Study
- 1-241. Historical Biography: Lincoln and the Civil War
- 1-242. Historical Biography: America in the Gilded Age
- 1-243. Historical Biography: World War II and the Cold War
- 1-248. Historical Biography: Special Topics
- 1-249. Historical Biography: Individual Study
- 1-251. The World: Historical Aspects
- 1-252. The World: International Relations
- 1-258. The World: Special Topics
- 1-259. The World: Individual Study
- 1-261. Current History
- 1-271. Regional Studies: The Far East
- 1-278. Regional Studies: Special Topics
- 1-279. Regional Studies: Individual Study
- 1-281. Social Science: Psychology in Modern Society
- 1-282. Social Science: Fields of Applied Psychology
- 1-283. Social Science: Psychology of Human Development
- 1-285. Social Science: Cultural Anthropology
- 1-291. Social Science: General Geography
- 1-295. Social Science: Economic Perspectives—General View
- 1-296. Social Science: Economic Perspectives—Structural View
- 1-297. Social Science: Economic Perspectives—Aggregate View
- 1-298. Social Science: Special Topics
- 1-299. Social Science: Individual Study

See also "Coordinated Studies" for 1-811, 1-813, 1-815, 1-817, 1-825, and 1-922.

HUMANITIES

General College courses in the arts, music, philosophy, literature, and language are designed to enlarge the student's understanding of the human experience, to help him gain insight into himself and his personal relationships, and to make him more aware of the world in which he lives. Through his study of the humanities, the student can enhance his appreciation of painting, sculpture, music, architecture, and the art of the camera. He also may become a more appreciative and discriminating reader. Above all, he will be introduced in these courses to some of the great riches of our own and other cultures.

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| 1-311. Art: General Arts | 1-365. Literature: Ideals and Values of the United States |
| 1-312. Art: Art Today I | 1-367. Literature: Contemporary Books and Periodicals |
| 1-313. Art: Art Today II | 1-371. Literature: Reading Short Stories |
| 1-318. Art: Special Topics | 1-372. Literature: Reading Poetry |
| 1-319. Art: Individual Study | 1-373. Literature: Reading Novels |
| 1-331. Music: Music in Society | 1-374. Literature: Theatre—Film and Drama |
| 1-333. Music: Music with Words | 1-378. Literature: Special Topics |
| 1-335. Music: Music of the 20th Century | 1-379. Literature: Individual Study |
| 1-338. Music: Special Topics | 1-381. Radio and Television Today |
| 1-339. Music: Individual Study | 1-384. Living Myths of Greece and Rome |
| 1-351. Philosophy: Functions and Problems | 1-385. French Civilization and Language I |
| 1-355. Philosophy: Problems of Ethics | 1-386. French Civilization and Language II |
| 1-357. Philosophy: Man's Religious Beliefs | 1-391. Creativity and Creative Personalities |
| 1-358. Philosophy: Special Topics | 1-398. Humanities: Special Topics |
| 1-359. Philosophy: Individual Study | 1-399. Humanities: Individual Study |
| 1-361. Literature: World Literature—Man's Personal Experience | |
| 1-362. Literature: World Literature—Man's Social Experience | |

See also "Coordinated Studies" for 1-812, 1-816, 1-822, 1-831, 1-832, 1-841, 1-842, 1-861, 1-862, and 1-924.

COMMUNICATION SYSTEMS

The common denominator in this group of courses is communication: recording and reporting of ideas, feelings, reflections, experiences, or observations, by means of language, symbols, art, music, or the camera. The courses differ in that some of them concentrate upon developing such skills as computing, writing, speaking, and logical thinking; whereas others aim at increasing the student's awareness of practical problems and his understanding of the means of creative solutions to them in the various systems of communication; and still others offer the student opportunities to combine skills and understandings in various modes of self-expression.

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| 1-402. Communication Skills: Reading and Vocabulary Development | 1-413. Integrated Communication I: Writing |
| 1-405. Communication Skills: Fundamentals of Usage and Style | 1-414. Integrated Communication I: Speech |
| 1-408. Communication Skills: Special Topics | 1-415. Integrated Communication II: Writing |
| 1-409. Communication Skills: Individual Study | 1-416. Integrated Communication II: Speech |
| 1-411. Grammar Through Writing: Usage and Style | 1-417. Integrated Communication III: Writing |
| 1-412. Grammar Through Writing: Writing | 1-418. Integrated Communication III: Speech |

Section 2

- 1-421. Writing Laboratory: Personal Writing
- 1-422. Writing Laboratory: Organizing Ideas
- 1-423. Writing Laboratory: Communicating in Society
- 1-424. Writing Laboratory: Research Writing
- 1-428. Writing: Special Topics
- 1-429. Writing: Individual Study
- 1-431. Fundamental College Mathematics I
- 1-432. Fundamental College Mathematics II
- 1-433. Fundamental College Mathematics III
- 1-442. Functions and Problems of Logic
- 1-443. Topics in Modern Mathematics
- 1-445. Mathematics: Intermediate Algebra
- 1-448. Mathematics: Special Topics
- 1-449. Mathematics: Individual Study
- 1-451. Mathematics and Measurements I
- 1-452. Mathematics and Measurements II
- 1-454. Statistics
- 1-458. Mathematical Applications: Special Topics
- 1-459. Mathematical Applications: Individual Study
- 1-461. Oral Communication: Basic Principles
- 1-462. Oral Communication: Language and Style
- 1-463. Oral Communication: Dynamics of the Public Speech
- 1-464. Oral Communication: Group Process and Discussion
- 1-468. Oral Communication: Special Topics
- 1-469. Oral Communication: Individual Study
- 1-471. Creativity: Creative Problem Solving
- 1-472. Creativity: Creative Speech Activities
- 1-481. Creativity: Art Laboratory—Experiences in the Media
- 1-483. Creativity: Music Laboratory—Materials of Music
- 1-484. Creativity: Writing Laboratory — Individual Writing
- 1-485. Creativity: Photography I
- 1-486. Creativity: Photography II
- 1-488. Creativity: Special Topics
- 1-489. Creativity: Individual Study

See also "Coordinated Studies" for 1-823, 1-824, and 1-923.

MAN AND HIS WORK

(See "General Education and Occupational Education," Section 5)

- 1-501. Man and His Work
- 1-502. Vocational Planning
- 1-508. Man and His Work: Special Topics
- 1-509. Man and His Work: Individual Study
- 1-511. Introduction to Modern Business
- 1-513. Principles of Small Business Operations
- 1-531. Business Writing
- 1-532. Business Speech
- 1-533. Financial Mathematics: Procedures and Applications
- 1-534. Practical Law
- 1-535. Introduction to Data Processing
- 1-536. Introduction to Commercial Art
- 1-537. Salesmanship
- 1-538. General Business: Special Topics
- 1-539. General Business: Individual Study
- 1-540. Accounting Fundamentals I
- 1-541. Accounting Fundamentals II
- 1-542. Accounting Fundamentals III
- 1-543. Accounting Fundamentals IV
- 1-544. Beginning Typewriting
- 1-545. Intermediate Typewriting
- 1-548. Business Skills: Special Topics
- 1-549. Business Skills: Individual Study
- 1-551. Marketing: Introduction
- 1-552. Marketing: Sales Promotion
- 1-553. Marketing: Principles of Management
- 1-557. Marketing: Supervised Work Experience
- 1-561. Legal Secretarial Studies I
- 1-562. Legal Secretarial Studies II
- 1-563. Legal Secretarial Studies III
- 1-566. Secretarial Studies: Supervised Work Experience—Legal
- 1-572. Introduction to Block Diagramming and Programming
- 1-610. Dental Assisting
- 1-631. Social Worker Aide: The Helping Process in the Social Services
- 1-637. Social Worker Aide: Supervised Work Experience
- 1-641. Teacher Aide: Educational Methods for Teacher Aides
- 1-647. Teacher Aide: Supervised Work Experience
- 1-658. Supervised On-the-Job Training
- 1-670. Recreation for Special Groups
- 1-671. Leisure Today

Programs for Which the General College Grants Credits

Health-Related Fields

- 1-681. Health: Medical Laboratory Assistant
- 1-682. Health: X-Ray Technician
- 1-683. Health: Nursing Associate

Law Enforcement

- 1-685. Law Enforcement: Police Academy

Technology

- 1-691. Technology: Business Machines Technology
- 1-692. Technology: Electronics Technology
- 1-693. Technology: Industrial Technology
- 1-694. Technology: Radio-Television Technology

PERSONAL LIFE

As society becomes more complex, the need for clearer understanding of one's own behavior and of one's relationships with others becomes more urgent. The courses listed below seek to assist those enrolled in them to meet some of the personal problems they encounter as students, as members of a family, and as individuals seeking a rational and balanced personal and social philosophy.

- 1-701. Individual Adjustment
- 1-707. Leadership Training
- 1-721. Home Life: Marriage and Family Living
- 1-722. Home Life: Parent-Child Relationships

- 1-723. Home Life: Behavior Problems of Children
- 1-731. Home Life: Consumer Problems
- 1-735. Home Life: Family Environment
- 1-738. Home Life: Special Topics
- 1-739. Home Life: Individual Study

COORDINATED STUDIES

(See "Freedom to Plan a Personal Curriculum" earlier in this section)

American Indian Studies

- 1-811. Minnesota Indian History
- 1-812. American Indian Literature
- 1-813. Minnesota Indians in Contemporary Society

Afro-American Studies

- 1-815. The Afro-American Experience
- 1-816. Afro-American Literature
- 1-817. Minnesota Blacks in Contemporary Society

Contemporary Race Relations

- 1-822. Contemporary Race Relations: Literature
- 1-823. Contemporary Race Relations: Writing
- 1-824. Contemporary Race Relations: Speech
- 1-825. Contemporary Race Relations: Social Science

Scandinavian Culture

- 1-831. Scandinavian Culture: Art
- 1-832. Scandinavian Culture: Literature

Latin-American Culture

- 1-841. Latin-American Culture: Art
- 1-842. Latin-American Culture: Literature

Philosophy Through Literature

- 1-861. Philosophy Through Literature: Philosophy
- 1-862. Philosophy Through Literature: Literature

Environmental Problems

- 1-921. Environmental Problems: Natural Science
- 1-922. Environmental Problems: Social Science
- 1-923. Environmental Problems: Writing
- 1-924. Environmental Problems: Humanities

See also "Communication Systems" for 1-411/1-412, 1-413/1-414, 1-415/1-416, and 1-417/1-418.

Section 2

Note—Many of the courses in the General College curriculum are available as evening classes through the University of Minnesota General Extension Division. Evening courses are offered on the Minneapolis Campus and at several locations in the Twin Cities metropolitan area. The *Evening and Special Classes Bulletin* of the General Extension Division should be consulted for a schedule of these classes. The General College also participates in several community programs sponsored through the General Extension Division by offering courses at Pilot City and Glendale and in the Head Start Project. In addition, a few General College courses are offered by correspondence through the Department of Independent Study of the General Extension Division.



SECTION 3

Counseling and Advising

STUDENT PERSONNEL SERVICES

Student personnel services in the General College include all those activities and resources which are not directly related to a particular course or class activity but which help to maximize the student's personal development and academic progress. Dedication to the doctrine of individual differences and to the principle of democratic access to higher education inevitably leads the General College to assign a central role to these services.

COUNSELING

Counselors in the college are concerned with two major areas of student needs: (1) the needs associated with immediate problems or difficulties of an academic or personal nature, and (2) the broader needs related to self-understanding; personal development; social awareness; educational, occupational, and life goals. General College counselors are concerned when a student does not appear to be making academic progress and they can, in many instances, assist the student in assessing and overcoming his difficulty. They can also assist students with their immediate educational, personal, or family problems. Much of this "crisis" counseling is unnecessary, however, when students recognize their broader and more basic needs and avail themselves of counseling early in their college careers.

In addition to being available for individual appointments, General College counselors organize various group experiences as a means of providing opportunities for individual student growth and development. Each group usually concentrates on a particular area of student needs, such as self-awareness, personal development, leadership skills, and communication or study skills. The student may elect to participate in any of these group experiences.

More specifically, counselors, on an individual basis or in groups, can assist students in the following:

- Personal Development
- Social Skills
- Personal and Family Problems
- Educational Planning
- Study Skills
- Academic Progress
- Ability, Interest, and Aptitude Assessment
- Assessing Progress Toward Goals
- Career Planning
- Transfer
- Job Placement

The confidential nature of the counseling interview is taken very seriously by General College counselors. It is considered the student's right to expect the counselor to hold in confidence all those details of the interview which were not previously "public information," unless the student has granted permission for their release. The transfer of counseling information to a parent, another agency, or another institution is possible only with the consent of the student, with one possible exception: an emergency situation in which the counselor considers the information crucial to the well-being of the individual and/or society. Whenever any information is used for research purposes, the student is never identified by name.

When a counselor and a student agree that more specialized assistance is needed, the student may be referred to one or more of the all-University services such as the University Health Service, the Reading and Study Skills Center, the Speech and Hearing Clinic, or the Office of Student Financial Aid.

ADVISING

Advising students is one of the integral functions of every faculty member. Teaching loads in the college reflect the belief that serving as an adviser

is part of the regular duties of each teacher and administrator. In fact, General College instructors are selected for their capacity to understand and work constructively with individual students, both in and out of the classroom, as well as for competence in an academic field.

Advising begins during the orientation period. It continues as each student is assigned a faculty adviser during his first quarter in the General College. This adviser is available for information and suggestions. He attempts to help each of his advisees to recognize his own needs, to formulate constructive and feasible academic plans, and to make his own decisions in the light of these plans. The adviser-advisee relationship is particularly important in a college having a free-choice curriculum. The student should find in his adviser one means of establishing a personal relationship with a University faculty member.

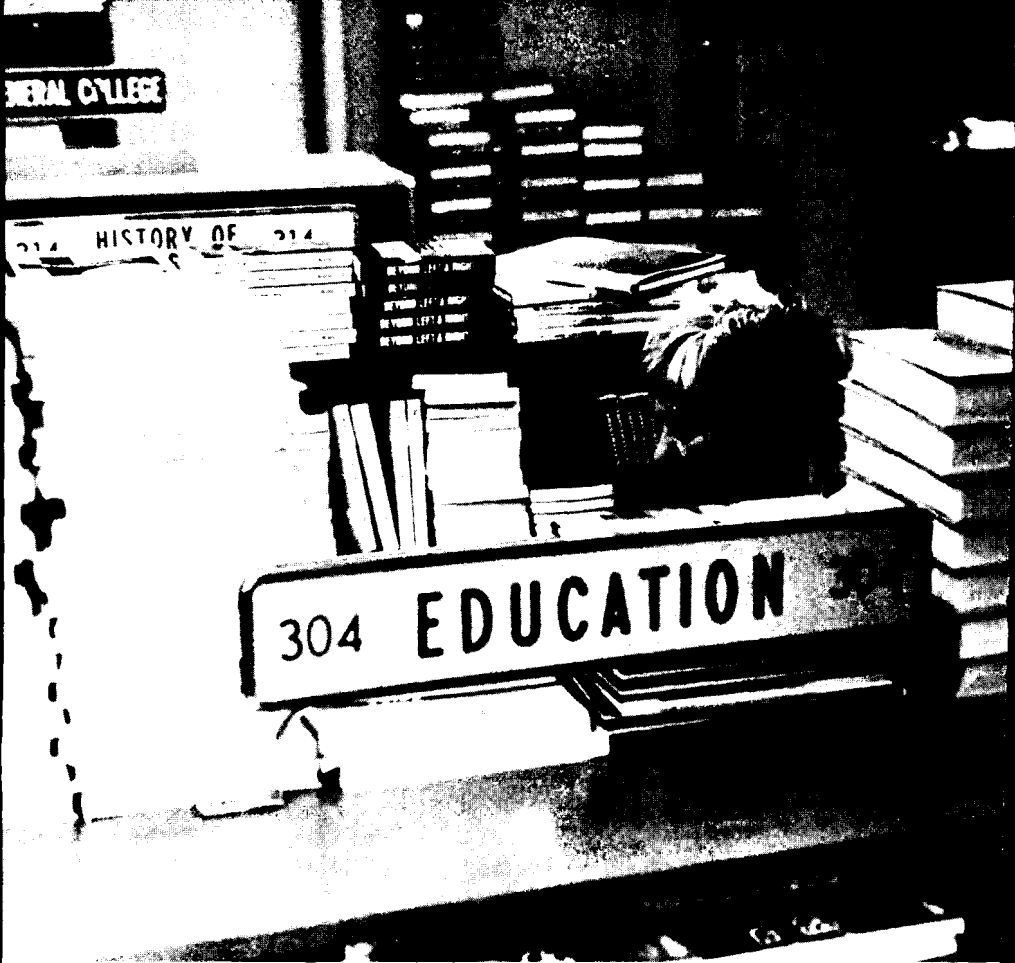
COLLEGE ORIENTATION

The University of Minnesota sponsors a 2-day orientation program for every new student in each of the colleges admitting freshmen. During this program, General College students meet in small groups to learn about the college, to complete a battery of tests which can be used in later educational and vocational planning, and to arrange a program of classes for their first quarter in the University. Faculty members and counselors are available to give assistance throughout the orientation-registration period. Welcome Week activities and New Student Camps sponsored by the Office of Student Affairs mark the climax of the program. General College students are encouraged to participate in these all-University activities.

JOB PLACEMENTS

In keeping with the rapidly increasing number of occupational education programs being developed by the General College, both within the University structure and in cooperation with other educational institutions outside the University, and with the ever-increasing complexity of the job market, a position of coordinator of occupational programs and placement has recently been established in the college. The person in this position functions as the main line of communication between the college and the business and industrial community. Employers are made aware of the varied and sound educational programs provided by the college and of the training and abilities of General College students. The college, in turn, is kept informed of the many diversified occupational opportunities available to its students. The coordinator of placement works closely with the General College student personnel staff so that the counselors have up-to-date job-market information; they are thus able to assist the student in exploring job possibilities and in securing an appropriate position. In this process, the counselor assists the student by relating his interests, experiences, academic achievement, and personal and career goals to the career opportunities available. The student is also assisted in preparing for the job interview. Occupational counseling and placement services are available to all General College students, whether they are in the college for only one quarter or long enough to earn a degree.

A student seeking part-time employment on campus while still a registered student may also avail himself of the services of the all-University Student Placement Office.



SECTION 4

The Comprehensive Testing Program and the Associate in Arts Degree

The faculty of the General College believes that education is a continuous process in which any meaningful experience, academic or nonacademic, is educationally significant. The General College curriculum is designed, therefore, to free the student from the prescribed patterns characteristic of mass education, to encourage him to explore different fields of study, and to allow him the opportunity to consider a number of vocational objectives. One of the characteristics of the General College curriculum is that its individual courses emphasize relationships within and among the various fields of knowledge.

THE COMPREHENSIVE TESTING PROGRAM

The Comprehensive Testing Program is important to the college because the test results relate directly to the fundamental purpose and basic design of the entire General College program. The material for the Comprehensive Testing Program is drawn from all the disciplines within the college: the natural sciences, the social sciences, the humanities, and the world of work. There are three main purposes of the Comprehensive Testing Program:

1. **Diagnostic**—To help the student identify his strengths and weaknesses. Entering students take the diagnostic tests which are part of the Comprehensive Testing Program during the freshman orientation period or during their first quarter in the General College. These test results are useful to the student and his adviser in planning an appropriate course of study.

2. **Descriptive**—To yield information about the educational development of the General College student population. The Comprehensive Testing Program, as well as tests taken by students prior to admission (e.g., American College Testing), provides information the faculty can use in evaluating the General College curriculum.

3. **Integrative**—To measure a student's assimilation and integration of learning. The integrative aspect of the testing program centers on the interrelationships that exist among the disciplines and is designed to measure the extent to which each student has taken advantage of the opportunity to broaden his perspective, strengthen his weaknesses, and attain the objectives of general education.

THE ASSOCIATE IN ARTS DEGREE

In most 2-year institutions, the associate in arts degree is awarded to students who maintain a certain grade average and who complete courses distributed among the broad fields of the liberal arts. The General College requirement is similar in scope. The associate in arts degree, therefore, is awarded to General College students presenting 90 passing credits and demonstrating a broad, general knowledge of the liberal arts. The second of these objectives is measured in the General College Comprehensive Testing Program.

The integrative phase of the testing program is vitally important, since it is related to the requirements for the 2-year degree. While no specific level of performance on a comprehensive test is required, students must participate successfully in the testing program, in addition to having 90 passing credits, before receiving the associate in arts degree. Students should take the degree test at least one quarter before they plan to graduate.

Acceptable participation in the degree test is evaluated by the faculty Comprehensive Testing Program Committee. The committee looks first at the student's scores on the various parts of the test. In cases of students who do not perform satisfactorily on the individual tests, the committee considers such additional factors as general patterns of course selection, course grades, measured gains over the 2-year period, and unusual talents, before recommending that the associate in arts degree be granted or withheld. Students who do not qualify for the degree are encouraged to see a representative of the Comprehensive Testing Program Committee before registering for their final quarter.

Section 4

COMPOSITION OF PRESENT TESTING PROGRAM

Entrance Test	Degree Test
<i>Aptitude Phase</i> Vocabulary Recognition Critical Thinking	<i>Communications Phase</i> Reading Comprehension Organizational Ability Quantitative Ability Inferential Ability
<i>Communications Phase</i> Reading Comprehension Organizational Ability Quantitative Ability Inferential Ability	<i>Integrative Phase</i> Man and Nature Man and Society Man and the Arts
<i>Integrative Phase</i> One from among the following: Man and Nature Man and Society Man and the Arts	

Special Note to Student:

SCHEDULE OF TESTING

Entrance Test—Normally a student will participate in entrance testing during the first afternoon of freshman orientation. Test results are generally available to the student when he registers during the second afternoon. If a student does not participate in the testing process during orientation, a hold will be placed on his record and he will not be allowed to register for subsequent quarters until he completes the entrance test.

Degree Test—A student should participate in degree testing at least 1 quarter before he expects to graduate. Participation at that time will allow for necessary changes in his program in case he does not perform satisfactorily. Though advisers normally can determine when a student should take the degree test, responsibility for participation remains with the student.



SECTION 5

Occupational Education in the General College

GENERAL EDUCATION AND OCCUPATIONAL EDUCATION

Traditional distinctions between education and work are breaking down. A rapidly changing society is demanding that increasing numbers of Americans continue their educations after they enter the labor force, and employers in both the public and private sectors of the economy are assuming broader responsibility for promoting continuing education and training of their employees. It is known, however, that the motivation and ability of a person to continue his education with profit are dependent to an important degree upon the breadth and soundness of his previous schooling.

The evidence today is quite clear that individuals who have been too specifically and narrowly trained have no marketable skills when their jobs become obsolescent. Their narrow work skills are not readily transferable to new occupations, and they lack sufficient adaptability for further education. Behavioral scientists and learning specialists have reported, on the other hand,

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that an individual broadly trained in communication skills, in problem-solving strategies, and in techniques of inquiry and discovery can apply his skills successfully to new work experiences. In brief, the aim of much of education is to learn how to learn. In a dynamic economy, with its shifting duties and expectations, the value of such learning for vocational readiness and advancement is quite clear.

What is equally clear is that employers are recognizing the importance of broadly based post-high school education as a qualification for successful occupational experience. Many firms are asking for some college education as a prerequisite for entrance into positions which previously demanded only a high school diploma. Many federal and state civil service positions specify a minimum of 2 years of college as one condition of employability.

The General College is committed to an instrumental approach to the preparation of its students for occupational life. While some of its courses have fairly clear vocational application, most are not specifically vocational in nature. They deal, instead, with broader skills and principles which may be drawn upon and adapted in a variety of ways to the demands of numerous occupations. For example, the skills of writing, listening, speaking, and computing, which are taught in general education programs, have significance for nearly every job. Likewise, the study of psychology helps the student to develop insight into interpersonal relations. Broad courses of this sort have significant implications for many aspects of daily living, including an obvious relationship to occupational life. By judicious selection of General College courses in combination with certain courses in other colleges of the University, a student may prepare for work in occupational areas which do not necessarily require training at the baccalaureate level.

Many of the college's courses which do have specific application to occupational life grew out of the expressed needs and interests of the students themselves. Examples are courses in principles of small business operations, retailing and sales, and accounting fundamentals. Usually, any student is eligible to enroll in any of these courses. Sometimes, however, a student with a definable vocational objective in mind will take such work as part of a larger occupational course of study. The occupational sequences offered by the General College are outlined and explained below. These vocational sequences consist of groupings of courses already available in this or other colleges of the University, plus practical courses which bind each sequence together to provide a pattern of occupational training.

It should be clearly understood that in vocational sequences the General College provides training for various types and levels of employment. The specialized training is integrated with the broad, college-level general education described above.

DENTAL ASSISTING

The General College and the University of Minnesota School of Dentistry jointly sponsor a program of training leading to certification in dental assisting and, with additional course work, to the associate in arts degree. The program meets the educational requirements for certification by the American Dental Assistants Association. Community surveys reveal that successful gradu-

ates of the University of Minnesota dental assisting program are in great demand among practicing dentists.

The 11-month technical sequence combines General College courses, School of Dentistry courses, and supervised practical experience in the University of Minnesota Dental Clinic. All students in the program are required to take the prescribed courses together, and in sequence. Starting dates for each sequence vary; prospective students therefore should inquire at the Dental Assisting Office, School of Dentistry, 360-B Millard Hall, before applying for admission. Each application must be approved by the director of the program. Complete details, including course descriptions, may be found in the *School of Dentistry Bulletin*.

Credits earned in the technical sequence may be applied toward the associate in arts degree. Employment preference is given to those who add a college background in general education to the necessary occupational education. For most students, the 90-credit minimum for the degree requires an additional year of General College work which may be taken either before or after the student enrolls in the dental assisting program. Prospective students planning to work toward the degree as well as the certificate are urged to attend General College classes the first year and spend the second year in the dental assisting program.

General College Courses—Biology; Writing Laboratory; Oral Communication; Psychology; Accounting Fundamentals.

Dental School Courses—Oral Anatomy and Laboratory Procedures; Chairside Assisting; Microbiology; Oral Pathology; Prosthetics; Dental Therapeutics; Dental Radiography; Office Management.

Practical Work—Assisting senior dental students and staff in crown and bridge, operative dentistry, oral hygiene and preventive dentistry, orthodontia, pedodontia, periodontia, radiology, and surgery.

LAW ENFORCEMENT

A number of municipalities and metropolitan or county agencies in Minnesota maintain schools for the training of new police officers and for the in-service instruction of law enforcement personnel. The Minneapolis and the St. Paul Police Academies are examples of such schools. Training sessions at each of the academies vary in content and length; certificates are granted to enrollees who successfully complete the various training programs. Under the terms of the General College cooperative law enforcement program, such certification can be the basis for granting blanket credit in the General College. The object of the program is to give local law enforcement personnel and prospective policemen opportunities to augment specialized training with general education at the college level.

The program is open to members of police departments affiliated with police academies, to General College students who meet eligibility requirements for service in police departments, and to prospective General College students who are eligible for service in police departments. As already noted, the General College will grant blanket degree credit to successful graduates of one of the cooperating police academies. This instruction constitutes the applied or technical portion of the General College law enforcement program. The ratio of academy training to General College course work will vary for each

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participant. The general education courses in the program are selected, with the aid of a counselor or faculty adviser, from such broad curriculum areas as the social sciences, the natural sciences, communication, and the humanities.

This General College occupational sequence is only one aspect of what is rapidly becoming a comprehensive set of programs offered by various segments of the University for present and future law enforcement personnel. These programs include the planned sequences in the Departments of Evening Classes and Independent Study of the General Extension Division, which lead to a certificate in police administration; the courses of study in the Department of Criminal Justice Studies, which lead to the baccalaureate degree and to graduate study; and the mid-career study opportunities which also are being developed by this department, and which are intended for persons already holding senior positions in police departments or other law enforcement agencies.

The programs range from certificate through associate to baccalaureate or graduate degree. They include courses which are available in regular day classes, in night school, and by means of independent study. General College students, for example, may register in their sophomore year for courses in the Department of Criminal Justice Studies. These courses may serve as a core specialization for either an associate in arts degree or a baccalaureate degree. They give students opportunities to advance in knowledge of this field as far as ability, inclination, and persistence carry them.

Suggested General College Courses—Psychology in Modern Society; Fields of Applied Psychology; The Human Body; Business Law; Law in American Society; Photography; American Indian and Afro-American Studies; Writing Laboratory; Oral Communication; Man in Society: His Organizational Role; Growth of National Power; Community Problems; Problems of Government.

Cooperating Police Academies—The Minneapolis Police Academy and the St. Paul Police Academy.

LEGAL PARAPROFESSIONAL EDUCATION

The legal profession is becoming increasingly aware of the need for well-qualified personnel to assist attorneys in numerous aspects of law practice. This awareness has prompted an interest in the development of appropriate collegiate programs of both initial education and in-service natures. Responsibilities of persons so prepared can range from the traditional legal secretary, through the legal assistant, who is highly qualified to assist the lawyer in specific areas of law, to the legal administrator responsible for law office management and personnel supervision.

With the support, guidance, and cooperation of various committees representing the legal profession, the General College is developing a multi-level program for the formal education of people for such positions. Essentially the program has the following three-level design:

I The Legal Secretary	45 credits
II The Legal Assistant	90 credits
III The Legal Administrator	180 credits

The program is open-ended to allow the student to progress to the level appropriate to his individual interests and abilities. Each successive level builds from the others, thus permitting an open career path but with intermediate points where the education already completed has definite market value. How-

ever, those students who are clearly candidates for either the 90-credit or the 180-credit program will omit some of the content specifically designed for legal secretaries.

At all levels the program would include basic legal courses and courses aimed at essential business and communication skills. The 45-credit program will place more stress on legal or law office applications of office skills, whereas the 90-credit and 180-credit programs will include legal specialty courses, internships in law offices or legal agencies, and additional general education course work. In the case of the 180-credit baccalaureate program, additional emphasis will be placed on management-oriented courses.

Since this program is currently in a developmental stage, interested students should consult with the General College Division of Student Personnel Services, 10 Nicholson Hall.

MARKETING

The overall field of marketing encompasses aspects of retail and wholesale trade, manufacturing, banking and finance, transportation and storage, advertising, real estate, and insurance. Career opportunities are equally varied. They include, for example, employment possibilities as buyers; fashion coordinators; credit managers; advertising specialists; store managers; accounting and inventory specialists; marketing research specialists; and motel, hotel, and resort managers. Entry positions are available at all levels.

The General College occupational education program in marketing combines general education courses, technical courses offered by the General College Division of Business Studies, and a coordinated internship in a Twin Cities business establishment. Technical instruction in general marketing and retail store operation is offered in a 15-credit sophomore-year sequence. Classwork involves lectures and laboratory sessions devoted to demonstrations, reports, discussions, and field experiences. Work experience is required. The student enrolled in the program must be employed in a suitable marketing position in which on-the-job training is given, and in which the instructor-coordinator is able to work closely with the employer. The work experience may involve nonselling as well as selling activities. Regular seminars provide students with opportunities to discuss employment problems and to relate classwork to employment activities.

Because the technical courses and the internship are planned for the sophomore year, it is important that interested students begin planning early in the freshman year. They should discuss the 2-year marketing program with the instructor-coordinator in the Business Studies Division, or with a representative of the Student Personnel Office.

Those enrolled in the program are eligible for membership in the Minnesota Retailing Club, an organization of former students established for the purposes of acquainting students with persons established in the field and of keeping the General College marketing program abreast of current developments.

Suggested Courses: First Year—Psychology; Beginning Typewriting; Introduction to Modern Business; Accounting Fundamentals; Consumer Problems; Financial Mathematics; Practical Law; Writing Laboratory; Creative Problem Solving; Oral Communication; Economic Perspectives.

Suggested Courses: Second Year—Fields of Applied Psychology; Problems of Ethics; Statistics; Principles of Small Business Operations; Introduction to Commercial Art; Sales-

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manship; Marketing: Retailing and Sales; Marketing: Sales Promotion; Marketing: Problems of Management.

MENTAL HEALTH GENERALIST TRAINING

The General College and the Department of Psychiatry jointly sponsor a program designed to prepare mental health technicians for employment in hospitals, nursing homes, clinics, health centers, schools, and social service agencies. Individualized curricula will assist students in achieving competence for serving in one or more mental health settings. Supervised on-the-job experience provides opportunity for the student to relate classwork to employment situations. The 2-year program leads to an associate in arts degree. Students wishing to work toward a baccalaureate degree will be considered for enrollment in an extended program designed to meet their vocational objectives.

RADIOLOGIC TECHNOLOGY

The General College and the University of Minnesota Hospitals School of Radiologic Technology jointly sponsor a program of training leading to certification and registration in radiologic technology and an associate in arts degree. The program meets the educational requirements for certification and registration by the American Registry of Radiologic Technologists as well as standards established by the American Medical Association. This is the first program in the state of Minnesota in which the radiologic technologist can acquire a broad academic background to complement his technical training.

The 27-month course in radiologic technology provides the student with a strong foundation in basic sciences as well as practical clinic experience. The training obtained through the program will enable the graduate to qualify for positions requiring general or specialized radiologic technology experience in various types of radiological settings.

All students in the program are required to take the prescribed radiologic technology courses in sequence, starting annually the third Monday of August. General College courses may be taken *before* entering the radiologic technology sequence, *during* the radiologic technology sequence, or *after* the radiologic technology sequence of courses is completed. The student who takes the General College courses during his enrollment in the radiologic technology sequence will need 27 months to complete the entire program.

Technical training in the radiologic technology program provides the student with 45 blanket credits toward the associate in arts degree and qualifies him to take the registry examination given nationally by the American Registry of Radiologic Technologists. The remaining 45 credits required for the associate in arts degree are resident credits offered through the General College. Upon acceptance into the program, the student must participate in the General College Comprehensive Examination Testing Program designed to identify academic strengths and weaknesses. A General College counselor will help each student select General College courses appropriate to the radiologic technology program.

Prospective students should inquire at the General College office, 106 Nicholson Hall; or at the Department of Radiology, University Hospitals, 412 Union Street S.E., for further information and for application forms. Each

Occupational Education in the General College

application must be approved by both the General College and the Department of Radiology.

General College Courses—Biological Science: Principles; Biological Science: The Human Body; Physical Science: Principles of Physics; Physical Science: Principles of Chemistry; Social Science: Psychology in Modern Society; Writing Laboratory: Personal Writing; Writing Laboratory: Organizing Ideas; Mathematics and Measurements I; Oral Communication: Basic Principles; Oral Communication: Dynamics of the Public Speech; Oral Communication: Group Discussion; Creativity: Creative Problem Solving; Creativity: Photography I; Introduction to Modern Business; Individual Adjustment.

Radiologic Technology Courses—Orientation in Radiologic Technology; Medical Terminology; Related Ethics; Darkroom Chemistry and Technique; Nursing Procedures; Medical and Surgical Diseases; Radiographic Positioning I; Radiographic Positioning II; Principles of Radiographic Exposure I; Principles of Radiographic Exposure II; Radiographic Anatomy; Fundamental Electricity; Radiological Physics; Special Radiographic Problems; Basics of Nuclear Medicine; Basics of Radiation Therapy; Radiographic Equipment and Systems Analysis.

RECREATION FOR SPECIAL GROUPS

The General College and the Department of Recreation and Park Administration in the School of Physical Education of the University of Minnesota College of Education jointly sponsor a 2-year program designed to prepare students to direct the recreation activities of special populations in health-care facilities and community centers. The course of study combines field work and general education courses in recreation. The Recreation Department's part in the program is to offer the courses in recreation theory and recreation skills, to supervise the student's field work, and to provide necessary professional guidance.

The lack of trained personnel to plan and direct recreation activities in health-care facilities and in community centers has created problems in implementing patient-activity programs in public and private institutions. Many openings now exist for college-trained activity directors in such institutions as nursing homes, boarding-care homes, and senior citizen centers. The number of senior citizen centers and licensed institutions for the aged in the state of Minnesota increases every year. In view of the growth of such facilities, it is conservatively estimated that there is an immediate need for between 400 and 500 trained activity leaders to fill open positions. As recreation activity programs for special groups expand in scope, and as new programs are created, position vacancies will continue to increase. Prospects of employment are especially good for trained recreation-activity directors with a college background in general education.

General College Courses (54 cr)—Writing Laboratory; Social Studies; Natural Science: Physical, Biological; Humanities: Art, Music, Oral Communication.

Recreation Theory Courses (14 cr)—Introduction to Recreation and Parks; Recreation for Special Groups; Recreation Programming for Special Groups; Leadership in Social Activities; Social Aspects of Leisure (or) Leisure Today.

Recreation Skills Courses (8 cr)—ARC: Standard Advanced First Aid; Leadership in Nature Recreation; Adapted Physical Education Activities.

Field Work (4 cr)

VOCATIONAL TEACHER EDUCATION

This program, developed cooperatively with the Department of Industrial Education in the College of Education, is expressly for (a) persons now teach-

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ing in Minnesota's area vocational-technical schools, or (b) persons with technical-training background and trade, industrial, or business experience who are interested in becoming teachers in the area vocational-technical schools. The major objectives of the program are:

1. To upgrade the teaching competency of in-service vocational-technical teachers;
2. To prepare qualified trade, technical, and business persons for entry into vocational-technical teaching positions;
3. To prepare present vocational-technical teachers for career advancement; and
4. To provide an opportunity for both potential vocational-technical teachers and those now teaching to further their general education.

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

Blanket credits may be granted for previous technical, trade, or business training completed in accredited schools and for work experience. The amount of credit granted will depend on the length of the training program and/or experience. A maximum of 45 blanket credits may be granted toward an associate in arts degree and a maximum of 90 credits toward a 4-year degree. The A.A. degree must be earned before a student can be considered for a 4-year degree. A total of 96 credits are required for the A.A. degree and 186 credits for the Bachelor's degree.

INDIVIDUALLY PLANNED PROGRAMS

(Including Opportunities for Individual Study and Internship)

When a student's occupational goals cannot be met by existing programs available within the University or thorough arrangements with other cooperating public or private educational institutions, General College counselors and advisers will work with individual students to plan appropriate programs. These programs, where feasible, can incorporate individual-study projects and internships with existing courses in a manner which will assist the student in preparing for his desired vocational goal. Such arrangements are subject to the practical limitations imposed by college and faculty resources. Programs arranged in this way may be of any length deemed appropriate to the occupational goals and *may* be a part of a program leading to an associate or baccalaureate degree.

COOPERATIVE PROGRAMS WITH OTHER EDUCATIONAL INSTITUTIONS

In order to provide a wide range of opportunities for students interested in occupational programs, the General College will accept credit on a blanket basis toward the associate or baccalaureate degrees for work completed at public or private technical-education institutes. The purpose of such credit acceptance is to allow and encourage students to combine specific vocation-

Occupational Education in the General College

ally directed study—often available only at technical institutes—with a program of general education offered by the General College, with *all* of the work applying to a collegiate degree.

In general, the following conditions must be met in order to have credit for work completed at technical institutes apply to a General College degree:

1. The technical education program must have been completed at a school which has entered into a joint agreement with the General College, spelling out the conditions of the cooperative arrangement.
2. The amount of credit which will be accepted toward a General College degree will be determined on the basis of a ratio of clock hours of instruction to quarter credits. In general, a ratio of 32 clock hours to 1 quarter credit will apply. However, the maximum amount of blanket credit that will apply to the A. A. degree will be 45 credits and the maximum toward the baccalaureate degree will be 90 credits.
3. Blanket credit toward a General College degree will be granted only for completed programs and will not be noted on the official transcript until a minimum of 45 quarter credits have been satisfactorily completed in residence in the General College. Regular General College admission requirements apply to any student seeking admission to the General College component of a cooperative program.

Students interested in a program combining work at a technical institute with study in the General College should discuss their proposed program with a counselor in the General College Division of Student Personnel Services.

Note—Separate leaflets giving additional information about most of the General College's occupational education programs can be obtained from the Office of the Dean, 106 Nicholson Hall, or from the Student Personnel Office, 10 Nicholson Hall.



SECTION 6

College Procedures

Admissions—Admission to the General College requires graduation from an accredited high school or its equivalent. No specific pattern of high school subjects is required for admission. Students may enter directly from high school or they may transfer into the General College from another college, as long as the maximum permissible enrollment of the college is not exceeded. Advanced-standing students, however, are admitted on the recommendation of a college counselor who interviews each applicant. For a complete explanation of admissions procedures, consult the University's *General Information Bulletin*.

Registration—Entering freshmen and students transferring into the General College from colleges outside the University register for their first program of study during the orientation period described in Section 4 of this bulletin. Students transferring from one of the colleges of the University of Minnesota

receive registration instructions during the admission interview. Each student confers with his assigned faculty adviser when he registers for succeeding quarters.

Adding Courses—During the first week of classes each quarter, a student may add a course or courses to his program—if the course is open—with the written approval of his adviser. After the first week of classes, a student may add a course to his program only with the written permission of both his adviser and the instructor of the course; final approval must be obtained from the Office of the Dean. In certain cases a student may enter a closed course during the first week of classes, but only with the written permission of the instructor of the course and the student's adviser. Students should plan their programs carefully at registration time; they are strongly advised not to add courses after the beginning of the quarter.

Canceling Courses—Students may cancel courses without penalty grade at any time during the first 6 weeks of the quarter. Written permission from the student's adviser is required for canceling a course. After the sixth week of the quarter a student may cancel a course and receive a W (withdrawal) if his work is satisfactory as of the date of cancellation. A student who cancels or otherwise leaves a class and does not qualify for a W shall receive an I (incomplete). *Merely dropping out of a class does not constitute official cancellation.* Cancel-add forms are available in the Registration Center. Students are reminded that the above regulations are subject to change; they should check with the college office to make sure they know the current procedures.

Individual Opportunities—After consulting with his adviser and/or individual faculty members, a student may register for "Individual Study" (courses identified by numbers with 9 as the last digit), for credit by examination, or for credit for college committee work. In order to register in any of these three areas, the student should complete an application form and have it approved by his faculty adviser, by a faculty monitor if appropriate, and by a representative of the Student Scholastic Standing Committee.

Special Programs, Courses, and Topics—Each quarter a variety of special class offerings are available to selected groups of General College students. Such special classes may be listed in the quarterly class schedule as "Special Topics" (courses identified by numbers with 8 as the last digit), or they may be combinations of existing courses requiring concurrent registration. Announcement of special programs, courses, and topics is made quarterly in Registration Center bulletins (posted on the Registration Center bulletin board), on the registration bulletin board outside the General College office, and in the printed registration information sheets distributed to students and faculty during every quarterly registration period. In order to avail themselves of opportunities for enrolling in special classes, students should study the informative material about special programs, courses, and topics before they register each quarter.

Combination Programs—In addition to their General College courses, many students register for courses offered in other colleges of the University. This arrangement is called a "combination program." Courses taken in other colleges may be used to supplement a student's general education program with specialized courses not available in the General College. A combination pro-

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gram is useful to the student who hopes to transfer to another college because it gives him and the college he hopes to enter an opportunity to discover how well he can perform in his proposed field.

A student may request permission from his adviser to register for a combination program only after he has completed at least 1 quarter's work in the General College, and only if his grades for the preceding quarter are satisfactory. It is recommended that when a student first registers for a combination program he register for only one course outside the General College. In subsequent quarters, as much as half of his credit load may be of courses taken in other colleges. Credits earned in courses taken in other colleges may apply toward the total required for the associate in arts degree.

Grades—Two grading systems are currently in use in the General College. These systems are the Pass-No Credit (P-N) system, and the A-F system with numerics. The student indicates at the time of registration the basis on which he wishes to be graded for each course. Changes from A-F to P-N or vice versa cannot be made after the second week of classes.

The chief purposes of the P-N grading system are to encourage students to take a greater variety of courses, to de-emphasize the importance of grades, and to enable students to experience more of the pleasure of learning for its own sake.

A student may not take any course on the P-N system during his first term. After the first term, there are no restrictions on the number of courses a student may take on the P-N basis. A student may apply a maximum of 23 credits of P, including combination-course credits of P, toward the associate in arts degree.

The A-F grading system in the General College uses numerics to show the distribution of grades within the letters. This serves somewhat the same purpose as assigning plus (+) or minus (—) to a letter, thereby permitting a more accurate assessment of a student's standing in a class. The numerics and the letter grades are associated as follows:

A	B	C	D	F
11, 10	9, 8	7, 6, 5	4, 3	2, 1

A grade report is made available to every student at the end of each quarter by the Office of Admissions and Records.

Grade of Incomplete—The grade of I (incomplete) is given when a student has not met all of the course requirements on which the instructor bases an A-F or P-N grade. The student who did not turn in assigned papers, or did not attend class, or did not take the final examination would most likely receive an I grade in that course. Students are encouraged to avoid earning I grades. If an incomplete is unavoidable, the student is urged to make it up at an early date. More than an occasional I grade on a student's record suggests a lack of academic progress.

Unsatisfactory Academic Progress—The academic achievement and progress of all students is reviewed at the end of each quarter. A careful check of the grade slips is made in an effort to identify early those students who are having academic difficulty. Two or more incompletes, or only one or two passing grades, suggest not only that the student had difficulty in making academic progress that particular quarter but also that he may continue to have difficulty in future quarters. In such cases a letter is sent to the student invit-

ing him to discuss this difficulty with a counselor. Students who earn all incompletes or no passing grades for 2 quarters will have a hold placed on their records. These students may not reregister until they have conferred with a counselor and both agree that the hold should be removed and that it is appropriate for the student to register for another quarter. Such procedures do not penalize the student but rather encourage him to work with a counselor toward improved academic progress. In working with a counselor the student can, in many cases, overcome the difficulties and reap the reward of succeeding academically. If the student continues to be unsuccessful in making academic progress, he is dropped by the college. Such drop action is taken only after the student has been provided the above-mentioned opportunities to deal with his academic difficulty and to explore alternatives to his continuing in college.

Committee on Student Scholastic Standing—The Committee on Student Scholastic Standing is composed of administrators, counselors, and instructors. Its main function is to consider cases or situations in which existing rules do not or should not apply to individual students. A student may, upon advice of his adviser or of a counselor, submit a request to the committee in the form of a petition. Petition forms are available in the Registration Center.

Student Responsibility for Notices—Official notices to an individual student are sent directly to his local mailing address. All other notices applying either to large groups of students or to the student body as a whole are printed in the Official Daily Bulletin of the *Minnesota Daily*, and are posted on the official college bulletin boards in Nicholson Hall. Students are held responsible for all official notices. They are also held responsible for the information contained in this bulletin, which should be kept available for easy reference.

Transfer to Other Colleges of the University—Some General College students transfer to other colleges of the University after completing 3 or more quarters, or after qualifying for the associate in arts degree. The transfer requirements set by the different colleges of the University vary in their details. As a general rule, a high C average (C-7) in General College courses is necessary. In addition, a student must have taken at least two or three courses outside the General College in the area in which he intends to major, and the grades in these courses must be at least of C level. In some cases, several specific courses are required. Other colleges of the University seldom consider applications for transfer submitted by students who have completed fewer than 40 credits.

Students who transfer to other colleges of the University receive credit for General College work completed. The College of Liberal Arts and the College of Education, for example, grant full credit for work completed at a satisfactory level in the General College, and General College credits can be used to satisfy the distribution requirements of those colleges. The same is generally true of educational institutions not connected with the University of Minnesota. Because of the highly specialized nature of its curriculum, the Institute of Technology cannot accept all General College general education credits. Information about courses that do carry credit in the Institute of Technology can be obtained from advisers or counselors.

Students planning to transfer should discuss the matter with a counselor in 10 Nicholson Hall 2 or 3 quarters in advance of transfer time. Students

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must see a counselor at the time they wish to submit an application for transfer; transfer interviews should be arranged not later than mid-quarter prior to actual transfer.

Adult Special Classification—Students who have been awarded the associate in arts degree sometimes wish to remain in residence to complete an occupational or course sequence or to register for certain classes they were unable to schedule earlier. Occasionally, a student's grade average is almost, but not quite, high enough to entitle him to transfer to another college. Such a student also may wish to remain in the General College for a limited time after receiving his degree.

Students in these or similar circumstances should discuss with a counselor the possibility of continued residence in the General College as adult special students. Permission to register as an adult special is granted only for a specific purpose, and for 1 quarter at a time. Occasionally, the adult special classification is given to individuals who have graduated from other colleges and who wish to register for courses through the General College. Students seeking adult special status should see a counselor during the first 3 weeks of the final quarter of their regular registration status.

TYPICAL 2-YEAR SCHEDULE OF EVENTS

(For High School Graduates Entering the General College)

Admission—Prospective students should apply for admission to the General College through the Office of Admissions and Records, Morrill Hall. Procedures and deadlines are given in the University's *General Information Bulletin*. Application forms should be filed at least 2 months before the beginning of the quarter an applicant expects to enter.

Orientation and Registration—Students are introduced to the University and take selected tests required by the General College and the University in a 2-day orientation session. Students register and are assigned advisers on the afternoon of the second day of the orientation period.

Registration for Subsequent Quarters—Students returning to the General College register for fall quarter with special registration advisers during August or September. Students in residence fall quarter register for winter quarter with their advisers during the advance registration period; students in residence winter quarter register for spring quarter with their advisers during the advance registration period. Advance registration periods are announced in the Official Daily Bulletin of the *Minnesota Daily* and also on General College bulletin boards in Nicholson Hall. Former students not in residence during fall but planning to register winter or spring quarter should contact the General College Registration Center for registration dates and procedures.

Graduation—Students who have accumulated 60 passing credits toward the associate in arts degree should (a) file formal application for the degree, (b) take the degree comprehensive examination, and (c) confer with a counselor regarding their future plans or to ask questions pertaining to graduation.



SECTION 7

Course Descriptions

See the special note about "Course Numbers, Symbols, and Abbreviations" on the inside front cover of this bulletin.

The course descriptions in this section are arranged according to a new numbering system adopted in 1970. Students may translate old numbers into new ones by using the following table:

<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
1A	1-701	4	1-671	7C	1-166	9A	1-454
1B	1-501	5A	1-351	7D	1-171	9B	1-443
1B	1-502	5A	1-861	7E	1-181	9D	1-445
2A	1-281	5B	1-442	7F	1-172	10A	1-131
2B	1-282	5C	1-355	7G	1-162	10B	1-132
2C	1-283	5D	1-357	8A	1-451	11A	1-112
3A	1-721	5E	1-182	8B	1-452	11B	1-113
3D	1-735	6A	1-111	8C	1-431	12A	1-137
3E	1-731	7A	1-163	8D	1-432	12B	1-177
3F	1-722	7B	1-161	8E	1-433	13A	1-561

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Old	New	Old	New	Old	New	Old	New
13B	1-562	24B	1-333	31B	1-422	42A	1-295
13C	1-563	24C	1-335	31C	1-417	42B	1-296
14A	1-544	25A	1-483	31C	1-423	42C	1-297
14B	1-545	26A	1-485	31D	1-531	43A	1-251
14D	1-535	26B	1-486	31E	1-484	43B	1-241
15	1-511	27A	1-811	31F	1-424	43B	1-242
16A	1-540	27B	1-812	32A	1-414	43B	1-243
16B	1-541	27C	1-813	32A	1-461	43C	1-271
16C	1-542	28A	1-385	32B	1-462	44B	1-261
16D	1-543	28B	1-386	32C	1-418	45A	1-231
17A	1-731	28C	1-384	32C	1-463	45B	1-232
17B	1-513	29A	1-361	32D	1-416	45C	1-221
18A	1-551	29B	1-362	32D	1-464	45D	1-227
18B	1-552	29C	1-365	32E	1-532	46A	1-233
18C	1-553	29D	1-367	33A	1-381	46D	1-252
18D	1-537	29E	1-371	33B	1-472	47A	1-815
19A	1-533	29F	1-372	34	1-471	47B	1-816
20A	1-534	29G	1-374	36	1-234	47C	1-817
20B	1-235	29I	1-373	36A	1-226	48	1-557
21	1-311	30A	1-402	36B	1-641	48	1-566
22A	1-312	30B	1-405	37A	1-236	48	1-637
22B	1-313	30B	1-411	37B	1-631	48	1-647
22C	1-391	31A	1-412	38A	1-291	48	1-658
23A	1-481	31A	1-413	39	1-285		
23B	1-536	31A	1-421	41A	1-211		
24A	1-331	31B	1-415	41B	1-212		

MAN AND NATURE

1-111 (6A). SCIENCE IN CONTEXT: WEATHER AND CLIMATE. (5 cr; 4 lect, 2 lab hrs per wk)

A study of day-to-day and long-range weather patterns in terms of interactions among atmosphere, oceans, land surfaces, and motions of the earth. Uneven distribution of the sun's energy over the earth's land and water surfaces produces atmospheric circulation systems that result in fair weather, storms, seasonal changes, air pollution, and water resource problems. Basic principles of science are applied to problems of analyzing and forecasting day-to-day weather, interpreting climates and climatic change, and realizing the great extent to which man is changing his atmospheric environment.

1-112 (11A). SCIENCE IN CONTEXT: MAN AND HIS ENVIRONMENT. (5 cr)

Deals with biological principles of interrelationships between man and his environment, or study of ecology as applied to problems of man's past, present, and future existence. Basic principles of ecology are applied to such topics as structure and function of the ecosystem; pollution of air, water, and soil; population explosion; evolution of man, his migrations, and development of human settlements or biosocial environments; marine, radiation, and space biology; and creation of livable environments for man, present and future.

1-113 (11B). SCIENCE IN CONTEXT: UTILIZATION OF NATURAL RESOURCES. (5 cr)

Mankind is vitally concerned with gaining knowledge about the earth as a place to live and as a base for procuring necessities of life. Nature provides a basic wealth of materials that can be utilized by man, but these resources must be used intelligently. These natural resources (land, soil, water, plants, animals, forests, minerals, and wildlife), their location, characteristics, and use by man are an essential part of one's education. So intimately is the welfare of the human race associated with natural resources that everyone should be informed concerning their utilization.

1-118. SCIENCE IN CONTEXT: SPECIAL TOPICS

1-119. SCIENCE IN CONTEXT: INDIVIDUAL STUDY

1-131 (10A). BIOLOGICAL SCIENCE: PRINCIPLES. (5 cr; 4 lect, 2 lab hrs per wk)

A study of the variety and relationships of living organisms illustrates general prin-

ciples of biology as they apply to man, animals, and plants. These principles are drawn from fields such as the study of cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Student spends about 2 hours a week in multimedia laboratory where he works on biological information and attacks biological problems through tapes, pictures, graphs, movies, and experiments.

1-132 (10B). BIOLOGICAL SCIENCE: THE HUMAN BODY. (5 cr)

Problems of physical, mental, and social health are 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.

1-137 (12A). BIOLOGICAL SCIENCE: LABORATORY. (1 cr; prereq 1-131; 2 lab hrs per wk)

Through his own laboratory preparations, dissections, and microscope observations, student experiences some problems, activities, and challenges that biologists encounter daily. He has opportunity to examine in some detail his relationship to such aspects of biology as genetics, anatomy, physiology, microbiology, and hematology. In small laboratory sections, student may gain insight into his functioning as a biological entity and his relationship to other facets of life.

1-138. BIOLOGICAL SCIENCE: SPECIAL TOPICS

1-139. BIOLOGICAL SCIENCE: INDIVIDUAL STUDY

1-161 (7B). PHYSICAL SCIENCE: ASTRONOMY—SOLAR SYSTEM. (5 cr)

An introductory survey of the solar system including earth, sun, planets, satellites, asteroids, comets, and meteorites. Topics include proofs of the earth's rotation and revolution, the celestial sphere, time intervals, motion and physical attributes of various members of the solar system, and instruments used by the astronomer. Class visits a planetarium and observes the sky through University telescope.

1-162 (7C). PHYSICAL SCIENCE: STELLAR ASTRONOMY. (5 cr)

An introductory study of certain aspects of the large-scale structure of the universe, beginning with definition and measurement of certain properties of stars such as magnitude, distance, temperature, and size. Topics include spectral classification of the stars, nebulae, galaxies, neutron stars, quasars, expansion of the universe, and instruments used by the astronomer. Class visits a planetarium and observes the sky through University telescope.

1-163 (7A). PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. (5 cr)

Study of fundamental physical principles selected from mechanics, heat, electricity, and modern physics aims to clarify the principles themselves, to apply them to common experience and devices, and to help student grasp something of the methods by which the principles were formulated. Should give student a better appreciation of the world around him and a greater ability to read current popular scientific writing with comprehension.

1-166 (7C). PHYSICAL SCIENCE: PRINCIPLES OF CHEMISTRY. (5 cr)

Fundamental principles and laws are selected for study, stressing development and application of theories and their roots in experience. Topics and demonstrations include classification of matter, reactions, elements, atomic and molecular structure, chemical bonding theory, and other topics which may vary from quarter to quarter. Student should gain a general understanding of both content and process of science of chemistry.

1-171 (7D). PHYSICAL SCIENCE: GEOLOGY. (5 cr; 5 lect, 1 lab hr per wk)

Emphasis is on description of common land features—valleys, mountains, hills, and lakes—and on processes responsible for their origin and change. Knowledge of types of surface materials, such as rocks and glacial deposits, helps student to understand how landforms develop and change. Some processes that cause change occur far below the surface while others may be observed at the surface.

1-172 (7F). PHYSICAL SCIENCE: HISTORICAL GEOLOGY. (5 cr; prereq 1-171; 4 lect, 2 lab hrs per wk)

Principles of physical geology are enlarged upon and used as "tools" to unravel the earth's past as recorded by rocks and fossils. Consideration is given to development

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of the earth's physical features and changing patterns of life through time with implications of problems that challenge man's existence. Emphasis is on problem solving and logical deductions from facts rather than memorization of facts.

1-177 (12B). PHYSICAL SCIENCE: LABORATORY GEOLOGY. (1 cr; prereq 1-171; 2 lab hrs per wk)

Designed to give students who have had 1-171 an opportunity to explore certain geological concepts in some depth. Students carry out a variety of experiments on open-ended problems and apply their previous knowledge to the experimental situation.

1-178. PHYSICAL SCIENCE: SPECIAL TOPICS

1-179. PHYSICAL SCIENCE: INDIVIDUAL STUDY

1-181 (7E). MODERN PHYSICAL SCIENCE. (3 cr; prereq both physics and chemistry, at least one in college)

Basic principles of physics and chemistry are used to explore such topics in modern science as electrical conduction, radioactivity, electromagnetic radiation and how it is used to determine the structure of atoms, nuclei, molecules, and solids. Applications may include electron tubes, transistors, masers, and lasers. Students undertake projects.

1-182 (5E). SCIENCE AND PHILOSOPHY. (4 cr)

Through an analysis of philosophical concepts and scientific case histories, student learns to think critically about assumptions, methods, and knowledge-claims of formal and factual sciences. This course is *about* science; it is not a course *in* science.

MAN AND SOCIETY

1-211 (41A). MAN IN SOCIETY: HIS PERSONAL ROLE. (5 cr)

An interdisciplinary approach is used to study social problems. American values are examined in an attempt to make student aware of how he orients himself to social problems in terms of his own personal values. Emphasis is on problems in the urban setting.

1-212 (41B). MAN IN SOCIETY: HIS ORGANIZATIONAL ROLE. (5 cr; prereq 1-211)

Approach developed in 1-211 is used to study social organization and problems related to it: social stratification, social change, and poverty in the United States. Emphasis is on field work and/or community activities.

1-218. MAN IN SOCIETY: SPECIAL TOPICS

1-219. MAN IN SOCIETY: INDIVIDUAL STUDY

1-221 (45C). MINNESOTA: HISTORY. (5 cr)

Life in modern Minnesota might become more interesting and enjoyable for students who use this class as a means of learning about how the state and the region came to be what they are. Course of study moves through these topics: exploration, frontier settlements, statehood, politics, and economic development.

1-226 (36A). MINNESOTA: SCHOOL AND COMMUNITY. (3 cr)

Introduction to the role and function of the school within the community, with major emphasis on such areas as testing and the concept of I.Q., behavior and learning problems, educational needs of social groups, *de facto* segregation, and use of the school in after-hour programs. Importance of teacher aide as possible bridge between classroom and community is stressed.

1-227 (45D). MINNESOTA: COMMUNITY PROBLEMS. (1-3 cr; enrollment limited to selected students who have done above-average work in a social science course; prereq #)

Functional approach to the social sciences provides opportunity for a limited number of students to observe contemporary society and its problems through intensive study of some social problem in the immediate Twin Cities area.

1-228. MINNESOTA: SPECIAL TOPICS

1-229. MINNESOTA: INDIVIDUAL STUDY

1-231 (45A). UNITED STATES: GROWTH OF NATIONAL POWER. (5 cr)

To assist student in developing better understanding of problems faced by the

Course Descriptions

United States in today's world, course emphasizes a theme central to growth of democracy—expansion of the power of the central government. Theme is traced through three topical-chronological units: national power and the states' rights problem from colonial times through Civil War, national power and problems of industrialized society from Civil War through New Deal, and national power and America's international responsibilities from World War II to the present.

- 1-232 (45B). UNITED STATES: GROWTH OF TECHNOLOGY. (5 cr)**
An analysis of colonial sources of power, tools, and processes leads into study of development of these crude technologies and their modification by applied science, ingenuity, and inventiveness into dominant characteristics of American culture. Influence of technology is traced in such areas as changing ways of living and making a living, of raising food and manufacturing commodities, of travel and transportation of goods, and of sending news and information from one place to another.
- 1-233 (46A). UNITED STATES: PROBLEMS OF GOVERNMENT. (5 cr)**
General principles, procedures, and problems of government, including federal-state relations; conduct of foreign relations; executive and legislative conflicts; relations of government to agriculture, labor, and business; taxation; and relationship of the individual citizen to his government.
- 1-234 (36). UNITED STATES: AMERICAN EDUCATIONAL SYSTEMS. (3 cr)**
Such critical issues as who should be educated, what our schools should teach, and how we can best meet increasing costs of education are analyzed in order to increase student's understanding of the role of education in American society and to encourage informed participation in efforts to provide suitable educational opportunity for all.
- 1-235 (20B). UNITED STATES: LAW IN SOCIETY. (5 cr)**
In order for students to acquire an appreciation of the dynamic role of law in our changing society, legal aspects of current topics are discussed. Students select topics from a list which at present includes courts and court systems, our corrections system, the draft, the drug problem, welfare and domestic problems, consumer rights, pollution, gun control, and legal requirements for the formation and operation of corporations and partnerships. In addition, class makes field trips to such places as conciliation and municipal courts, prisons, workhouses, jails, and juvenile detention centers.
- 1-236 (37A). UNITED STATES: CRIME AND DELINQUENCY. (3 cr)**
Crime and delinquency are studied in the context of the community. Attention is given to various types of criminality and to processes through which individuals become involved in delinquent behavior. Various methods of crime control are discussed. Students, especially those seeking a career in the social services, will find the course useful in helping them to understand structure and function of correctional institutions.
- 1-238. UNITED STATES: SPECIAL TOPICS**
- 1-239. UNITED STATES: INDIVIDUAL STUDY**
- 1-241/1-242/1-243 (43B). HISTORICAL BIOGRAPHY**
Through the study of individuals who have significantly influenced their times, these courses seek to humanize history as well as to illustrate the development of movements, eras, and nations.
- 1-241 (43B). HISTORICAL BIOGRAPHY: LINCOLN AND THE CIVIL WAR. (3 cr)**
Centering on Lincoln, course examines origins, conduct, and implications of the Civil War. Among other personalities examined are Davis, Douglas, Grant, Lee, McClellan, Seward, Stanton, and Booth.
- 1-242 (43B). HISTORICAL BIOGRAPHY: AMERICA IN THE GILDED AGE. (3 cr)**
Personalities and implications of industrial, political, and territorial growth of America in the last third of the 19th century. Individuals examined range from Blaine to Twain, Custer to Cleveland, and Carnegie to Carry Nation.
- 1-243 (43B). HISTORICAL BIOGRAPHY: WORLD WAR II AND THE COLD WAR. (3 cr)**
Deeper understanding of America's present world position and those responsible is sought by centering on Franklin Roosevelt. From F.D.R. the course goes on to such figures as Churchill, Dulles, Eisenhower, MacArthur, and Truman.

Section 7

1-248. HISTORICAL BIOGRAPHY: SPECIAL TOPICS

1-249. HISTORICAL BIOGRAPHY: INDIVIDUAL STUDY

1-251 (43A). THE WORLD: HISTORICAL ASPECTS. (5 cr)

Designed to give student a 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 the present. Aspects presented are political, economic, religious, intellectual, and scientific.

1-252 (46D). THE WORLD: INTERNATIONAL RELATIONS. (5 cr)

Some basic problems of international relations—war, conflict of ideologies, developing nations, international trade, and international law and organizations—are considered. Since authorities on international relations often differ in their systems of analysis, the student learns about several important analytical systems, applies them to problems, and thus develops more mature approach of his own.

1-258. THE WORLD: SPECIAL TOPICS

1-259. THE WORLD: INDIVIDUAL STUDY

1-261 (44B). CURRENT HISTORY. (3 cr [may be repeated for a maximum of 6 cr])

Analysis of current problem areas of the world (such as Latin America, Southeast Asia, Africa, and the Soviet Union) or of domestic topics (such as national and state elections and labor-management disputes). Sharpening of student's alertness to news media and of his ability to make critical judgments about current events is stressed. The topic selected for any quarter varies with instructor.

1-271 (43C). REGIONAL STUDIES: THE FAR EAST. (5 cr)

Study of some dominant characteristics and developments of traditional Chinese society and changes that followed Western impact, as well as continuing changes under communism. Comparative approach provides deeper insight into student's own culture and some understanding of the nature of the revolution sweeping emerging nations. Analysis of factors contributing to the rise of communism and its nature and challenge.

1-278. REGIONAL STUDIES: SPECIAL TOPICS

1-279. REGIONAL STUDIES: INDIVIDUAL STUDY

1-281 (2A). SOCIAL SCIENCE: PSYCHOLOGY IN MODERN SOCIETY. (5 cr)

Introduction to science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, origin, and development of behavior, human motives, the place of emotion and conflict in human adjustment, how man perceives his environment and learns from it, and how individuals differ in their psychological make-up.

1-282 (2B). SOCIAL SCIENCE: FIELDS OF APPLIED PSYCHOLOGY. (5 cr; prereq 1-281)

Survey of the use of psychological principles in the study of human affairs. Examines contributions that psychological research has made in fields such as teaching and learning, vocational guidance, mental health, personnel selection and training in industry, measurement and improvement of worker efficiency and morale, law and crime, and consumer research and advertising.

1-283 (2C). SOCIAL SCIENCE: PSYCHOLOGY OF HUMAN DEVELOPMENT. (3 cr)

Focuses on growth and development of the individual from conception through adolescence. Aspects of development emphasized include physical, motor, social, emotional, and psychological growth. Integration of facets of development is made in order to understand the human being as a complex organism functioning in a complex environment. Since the individual is born into and grows up in a family, discussion is sometimes focused on the family as the main environmental factor in early development of the individual.

1-285 (39). SOCIAL SCIENCE: CULTURAL ANTHROPOLOGY. (3 cr)

Study of human culture is primary concern. Culture is viewed as a more or less integrated system of behavior patterns which is learned and shared, and which serves to guide behavior of all members in a given society. Aims at developing generalizations regarding influence of culture on human behavior. These generalizations are reached by analyzing and comparing ways of life in particular cultures.

Course Descriptions

All cultures are deemed worthy of such study. Power of culture to shape personality and power of persons to alter cultures are focal emphases.

- 1-291 (38A). SOCIAL SCIENCE: GENERAL GEOGRAPHY.** (5 cr)
Topics include philosophy and tools of the geographer, the Twin Cities, Minnesota, a comparison of the USSR with the United States, Japan, and a summary of world geography as illustrated by world patterns. Each topic is approached in terms of man and his culture, varied physical environment, and problems man faces in making a living.
- 1-295 (42A). SOCIAL SCIENCE: ECONOMIC PERSPECTIVES—GENERAL VIEW.**
(5 cr)
Broad study of economy considers fundamental economic principles and their application. Topics include scarcity; elementary economic structure and process; goals such as social welfare, full employment, price stability, and economic growth; tools and methods of the economist, especially economic models; descriptive terms, such as "socialism" and "free enterprise," and evaluation of the American economy with respect to such characteristics; government policies, such as fiscal and monetary policy, and common-sense explanation of their method of operation; and money and its creation. Primary purpose is promotion of economic literacy and critical thinking in the student-citizen.
- 1-296 (42B). SOCIAL SCIENCE: ECONOMIC PERSPECTIVES—STRUCTURAL VIEW.**
(5 cr; prereq 1-295 or #)
Topics such as tax structure, air and water pollution, urban decay of housing, and agricultural imbalance are examples of problems which can be understood through analysis of the structure of, or interrelationships between, firms and consumers. Theoretical description of a market economy, with evaluation of its performance relative to the goal of optimum social welfare under a variety of circumstances. Whenever possible, analysis is applied to present-day problems. Student should gain an understanding of strengths and weaknesses of a market economy and of tendency for particular events to spread their effects throughout the economy.
- 1-297 (42C). SOCIAL SCIENCE: ECONOMIC PERSPECTIVES—AGGREGATE VIEW.**
(5 cr; prereq 1-295 or #)
Topics such as unemployment, inflation, sluggish growth rates of national output, and unsatisfactory balance of international payments are problems which are often understood through an analysis of total or average behavior of consumers, business, and government. Theoretical description of process by which a market economy determines its levels of unemployment, inflation, growth rate, and balance of payments. The role of government in modifying market results to achieve conformance with national goals is emphasized, as is the possible conflict between these goals and necessity for public acceptance of policies other than fiscal, monetary, and trade policies of the traditional kind. Student should gain sufficient understanding to be able to interpret and analyze economic issues with respect to these aggregate problems as they appear in the popular press.
- 1-298. SOCIAL SCIENCE: SPECIAL TOPICS**
- 1-299. SOCIAL SCIENCE: INDIVIDUAL STUDY**

HUMANITIES

- 1-311 (21). ART: GENERAL ARTS.** (4 cr)
Student has opportunities to formulate and evaluate his attitudes and ideas relating to the arts through an examination of the basic similarities which underlie all art forms in terms of human needs. Concentrates upon painting, sculpture, music, architecture, and literature.
- 1-312, 1-313 (22A, B). ART: ART TODAY I, II.** (3 cr per qtr; students may enroll for 1 or 2 qtrs in any sequence; P-N grading only)
Students participate in selected fields of study related to contemporary art and art activity. These studies generally tend to be in areas such as painting, film making, sculpturing, architecture, and crafts.
- 1-318. ART: SPECIAL TOPICS**
- 1-319. ART: INDIVIDUAL STUDY**

Section 7

- 1-331 (24A). MUSIC: MUSIC IN SOCIETY.** (3 cr; open to students with or without previous training in music)
Attention focuses on the functional role of music in society: in drama, church, dance, and concert hall.
- 1-333 (24B). MUSIC: MUSIC WITH WORDS.** (3 cr)
Problems a composer faces when setting music to words: his materials and how he can achieve his intentions. Musical types studied include folksong, popular song, hymn, chant, madrigal, art-song, and opera.
- 1-335 (24C). MUSIC: MUSIC OF THE 20TH CENTURY.** (3 cr)
Subject matter is devoted to all kinds of contemporary music, with emphasis on how 20th-century music reflects present-day society. Examples include foreign as well as American contemporary music.
- 1-338. MUSIC: SPECIAL TOPICS**
- 1-339. MUSIC: INDIVIDUAL STUDY**
- 1-351 (5A). PHILOSOPHY: FUNCTIONS AND PROBLEMS.** (3 cr, §1-861)
Students become acquainted with philosophic thinking, become aware of some central contemporary philosophic problems, read and discuss excerpts from some standard texts of philosophic literature, understand and appreciate relevance of various philosophical positions and their proponents, grapple personally with abstract problems made concrete in their own experiences, and attempt to acquire the basis for working out a personally satisfying intellectual world-view. For students with no previous training in philosophy.
- 1-355 (5C). PHILOSOPHY: PROBLEMS OF ETHICS.** (3 cr)
Student discovers and analyzes presuppositions, principles, and standards he uses when he tries to do what is right and to avoid doing what is wrong. He considers nature and justification of moral judgments, extent of individual moral responsibility, and ethical foundations of democratic society.
- 1-357 (5D). PHILOSOPHY: MAN'S RELIGIOUS BELIEFS.** (5 cr)
Student explores beliefs, rituals, and attitudes of world's major religions within their historical, social, and cultural settings.
- 1-358. PHILOSOPHY: SPECIAL TOPICS**
- 1-359. PHILOSOPHY: INDIVIDUAL STUDY**
- 1-361 (29A). LITERATURE: WORLD LITERATURE—MAN'S PERSONAL EXPERIENCE.** (5 cr)
Student reads literature of ancient and modern Oriental and Western world—short stories, plays, poems, novels, and essays—illustrating themes of universal concern such as man's personal relationships and personal values.
- 1-362 (29B). LITERATURE: WORLD LITERATURE—MAN'S SOCIAL EXPERIENCE.** (5 cr)
As in 1-361, readings illustrate universal themes, but emphasize man's social experiences and his role as social critic and as citizen.
- 1-365 (29C). LITERATURE: IDEALS AND VALUES OF THE UNITED STATES.** (4 cr)
Student discovers what ideals, values, and aspirations have been recorded by writers in the United States. He can see development of the democratic idea, emerging social problems, great variety of people who participated in shaping this country, and issues that concerned them. He also studies various methods and forms which these writers used to present their thoughts.
- 1-367 (29D). LITERATURE: CONTEMPORARY BOOKS AND PERIODICALS.** (5 cr)
Student reads and evaluates current books, both fiction and nonfiction, and analyzes book reviews and other selections in current magazines to see how writers today interpret their world and thus influence public opinion and contemporary thought.
- 1-371 (29E). LITERATURE: READING SHORT STORIES.** (3 cr)
Student reads representative short stories by American, British, and Continental writers. He sees how individual writers have used the short story to express their ideas about human experience.

- 1-372 (29F). LITERATURE: READING POETRY. (3 cr)**
By studying poetic rhythms and images and by examining meanings, techniques, and effects of different kinds of poems, student learns to respond to poetry and to understand why so many writers today choose this form to express their ideas and feelings.
- 1-373 (29I). LITERATURE: READING NOVELS. (3 cr)**
Student reads seven or eight representative novels by American and European writers. He studies them chiefly for ideas, characters, and picture of society which each gives. He also learns something of technique and history of the novel.
- 1-374 (29G). LITERATURE: THEATRE—FILM AND DRAMA. (4 cr)**
Student studies stage plays and films, both as art forms and as media of communication. He also attends local film showings and theatre performances, and views television dramas; and he learns to write critical reports on what he sees and reads.
- 1-378. LITERATURE: SPECIAL TOPICS**
- 1-379. LITERATURE: INDIVIDUAL STUDY**
- 1-381 (33A). RADIO AND TELEVISION TODAY. (3 cr)**
Student reviews history of broadcasting and telecasting, analyzes forces which have given rise to their growth and power, and tries to determine extent of their effect on our way of life. He inquires critically into their actual and potential use as media of information, education, culture, persuasion, political influence, and control.
- 1-384 (28C). LIVING MYTHS OF GREECE AND ROME. (3 cr)**
Student explores origins and nature of gods and goddesses of ancient Greece, considers some of the best-known myths of early Greeks, examines meaning and importance of myths in personal and community life during great ages of Greece and Rome, and becomes aware of continuing life of ancient mythology in language, arts, and thinking of the Western world down to our own day.
- 1-385 (28A). FRENCH CIVILIZATION AND LANGUAGE I. (5 cr)**
Acquaints student with culture and language different from, yet in many ways like, his own. Through lectures and outside reading, he studies literature, arts, history, education, and customs of France. Also, using a minimum of formal grammar, he gains some skill in reading French, thus achieving further understanding of French people through direct experience with their language.
- 1-386 (28B). FRENCH CIVILIZATION AND LANGUAGE II. (5 cr; prereq 1-385 or #)**
Continuation of 1-385.
- 1-391 (22C). CREATIVITY AND CREATIVE PERSONALITIES. (3 cr; P-N grading only)**
Through creative activity the student becomes aware of his own creative potentials and the nature of the creative process. This awareness is broadened by additional study of several outstanding creative people of the 20th century.
- 1-398. HUMANITIES: SPECIAL TOPICS**
- 1-399. HUMANITIES: INDIVIDUAL STUDY**
- 1-402 (30A). COMMUNICATION SKILLS: READING AND VOCABULARY DEVELOPMENT. (5 cr)**
Word study, reading-films, programmed-learning texts, number-and-letter-recognition exercises, and timed-reading exercises help student enlarge his vocabulary, achieve flexible reading rates, and improve his comprehension. Reading materials vary from popular magazines to novels and biographies, with time both in and out of class for "free reading" of full-length books.
- 1-405 (30B). COMMUNICATION SKILLS: FUNDAMENTALS OF USAGE AND STYLE. (3 cr, §1-411)**
Includes work in grammatical principles and punctuation. In some sections, where approach is primarily oral, students listen to and imitate grammatical patterns, and record and play back these patterns in order to "hear" English style. In these sections, cassettes are required for recording and listening.
- 1-408. COMMUNICATION SKILLS: SPECIAL TOPICS**
- 1-409. COMMUNICATION SKILLS: INDIVIDUAL STUDY**
- 1-411 (30B). GRAMMAR THROUGH WRITING: USAGE AND STYLE. (3 cr, §1-405; prereq §1-412)**

Section 7

- 1-412 (31A). GRAMMAR THROUGH WRITING: WRITING.** (3 cr, §1-413, 1-421; pre-req ¶1-411)
Student practices principles of grammar, usage, and style, and immediately applies these principles in his writing. He may use programmed texts, taped examples and instructions, and recording machines. Written composition includes descriptive and personal sketches and narratives, characterizations, and autobiographical sketches. In some sections, there is opportunity for discussion of readings, for dictionary exploration and instruction, and for study of history and development of language.
- 1-413/1-414/1-415/1-416/1-417/1-418. INTEGRATED APPROACH TO COMMUNICATION**
Through involvement in small-group projects and discussions, the student becomes aware of communication processes and increases his understanding of relationships between writing and speech. Through classroom interaction, he learns about his own communication patterns and gains insight into how and why he affects others as he does. He works at developing greater effectiveness in his writing and speaking.
- 1-413 (31A). INTEGRATED COMMUNICATION I: WRITING.** (3 cr, §1-412, 1-421; pre-req ¶1-414)
- 1-414 (32A). INTEGRATED COMMUNICATION I: SPEECH.** (3 cr, §1-461; pre-req ¶1-413)
Student learns about interpersonal communication, with particular emphasis on his own patterns of interaction.
- 1-415 (31B). INTEGRATED COMMUNICATION II: WRITING.** (3 cr, §1-422; pre-req 1-412 or 1-413 or 1-421, ¶1-416)
- 1-416 (32D). INTEGRATED COMMUNICATION II: SPEECH.** (3 cr, §1-464; pre-req 1-414 or 1-461, ¶1-415)
Student considers how communication serves man in his development of community. He studies primary human groups—particularly the family—analyzing how they form and function, develop norms and standards, deal with conflict and tension, and define roles.
- 1-417 (31C). INTEGRATED COMMUNICATION III: WRITING.** (3 cr, §1-423; pre-req 1-412 or 1-413 or 1-421, 1-415 or 1-422, ¶1-418)
- 1-418 (32C). INTEGRATED COMMUNICATION III: SPEECH.** (3 cr, §1-463; pre-req 1-414 or 1-461, ¶1-418)
Student explores social institutions and the politics of conflict, persuasion, and control.
- 1-421 (31A). WRITING LABORATORY: PERSONAL WRITING.** (3 cr, §1-412, 1-413)
Student reads and writes descriptive narratives, characterizations, and autobiographical sketches. He is given help with his writing difficulties, with emphasis on clear and effective expression. He learns to use the dictionary and its resources and briefly studies history and development of language.
- 1-422 (31B). WRITING LABORATORY: ORGANIZING IDEAS.** (3 cr, §1-415; pre-req 1-412 or 1-413 or 1-421)
Student is helped to organize ideas clearly and effectively in explanatory writing and to read efficiently at a college level. He is encouraged to detect and state central ideas as well as to provide supporting details and to use clear, logical patterns of organization in his own factual writing. He writes various kinds of exposition, including summaries and outlines.
- 1-423 (31C). WRITING LABORATORY: COMMUNICATING IN SOCIETY.** (3 cr, §1-417; pre-req 1-412 or 1-413 or 1-421, 1-415 or 1-422)
Student investigates the role played by language in his own life, in mass media, and in society. Through reading, listening, and writing, he becomes aware of various devices of propaganda and methods of persuasion in this and other cultures.
- 1-424 (31F). WRITING LABORATORY: RESEARCH WRITING.** (3 cr; pre-req 1-412 or 1-413 or 1-421, 1-415 or 1-422)
Student learns about resources of libraries, collects and organizes information, and writes documented paper on subject of his own choosing.
- 1-428. WRITING: SPECIAL TOPICS**
- 1-429. WRITING: INDIVIDUAL STUDY**

Course Descriptions

1-431/1-432/1-433 (8C-D-E). FUNDAMENTAL COLLEGE MATHEMATICS I-II-III. (2 cr each [students may register for 2, 4, or 6 cr by electing one or a combination of 1-431/1-432/1-433])

Divided into three parts, intended especially for students who have certain gaps in their mathematics backgrounds. Topics are chosen, as needed, from number theory, algebra, and geometry.

1-442 (5B). FUNCTIONS AND PROBLEMS OF LOGIC. (3 cr)

In order to acquire habits of rigorous and systematic thinking, student grapples with complexities of language; with differences between good and bad evidences for beliefs, truth-claims, and conclusions; and with techniques of deductive and inductive reasoning.

1-443 (9B). TOPICS IN MODERN MATHEMATICS. (5 cr)

Modern mathematics presented as pure mathematics; no part is concerned with mathematical skills. Advances student to better understanding of basic structure of mathematics by developing an abstract mathematical system using primitive concept of set as the basis. Topics include instruction in set theory, relations, functions, groups, and fields. No student need have extensive mathematical background before taking this course.

1-445 (9D). MATHEMATICS: INTERMEDIATE ALGEBRA. (5 cr; prereq 1 yr of high school algebra)

Concepts and manipulative skills of algebra necessary for student to compete in a college algebra course. Topics studied include discussion of the real number system, special products and factoring, exponents and radicals, linear equations in one and two variables, quadratic equations in one variable, progressions, inequalities, variation, and logarithms.

1-448. MATHEMATICS: SPECIAL TOPICS

1-449. MATHEMATICS: INDIVIDUAL STUDY

1-451 (8A). MATHEMATICS AND MEASUREMENTS I. (5 cr)

In science and technology, mathematics is used with measurements. Course deals with the concept of quantity and its evaluation through measurements, approximate nature of measured data and its reliability, calculations and reliability of results, use of slide rule, units of measure, and fundamentals of algebra. Mathematical skills are developed against a background of practical application with problems that provide a broad acquaintance with language and symbols of science.

1-452 (8B). MATHEMATICS AND MEASUREMENTS II. (5 cr; prereq 1-451)

Based on same objectives and general organization as 1-451. Against same background of practical application, class studies equations, derivation of formulas, strategy of problem solving, graphs, and trigonometry.

1-454 (9A). STATISTICS. (5 cr)

Introduction to modern statistics, emphasizing problem solving through statistical decision making. Topics include organization and presentation of data, summary statistics, sampling, probability, distributions, simple estimation, and tests of hypotheses. Data presented acquaint student with wide applicability of statistics. Attention is drawn to limitations of methods of presentation. Requires only a working knowledge of arithmetic skills.

1-458. MATHEMATICAL APPLICATIONS: SPECIAL TOPICS

1-459. MATHEMATICAL APPLICATIONS: INDIVIDUAL STUDY

1-461 (32A). ORAL COMMUNICATION: BASIC PRINCIPLES. (3 cr, §1-414)

In prepared speeches, student shares personal experiences, ideas, and attitudes and receives class comment on clarity and effectiveness of his communication. He listens and responds to communication of others and evaluates what he sees and hears.

1-462 (32B). ORAL COMMUNICATION: LANGUAGE AND STYLE. (3 cr; prereq 1-414 or 1-461)

Student analyzes narrative, ceremonial, artistic, and inspirational forms of communication, giving special attention to the ways language is combined in those forms with voice and action to engage listener's imagination and to involve him in the experience. In class, student presents material he has prepared for such communication purposes and receives class comment on his work.

Section 7

- 1-463 (32C). ORAL COMMUNICATION: DYNAMICS OF THE PUBLIC SPEECH.** (3 cr, §1-418; prereq 1-414 or 1-461)
His attention focused upon elements of the speech dynamic, student analyzes nature and influence of rhetoric; he applies rhetorical principles in designing, structuring, and developing speeches of information, argumentation, and persuasion, and then delivers the speeches in class. He receives critical response to his work from his classroom audience.
- 1-464 (32D). ORAL COMMUNICATION: GROUP PROCESS AND DISCUSSION.** (3 cr, §1-416; prereq 1-414 or 1-461)
Student is involved in a variety of group projects, activities, and discussions. Instruction concerns the 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.
- 1-468. ORAL COMMUNICATION: SPECIAL TOPICS**
- 1-469. ORAL COMMUNICATION: INDIVIDUAL STUDY**
- 1-471 (34). CREATIVITY: CREATIVE PROBLEM SOLVING.** (4 cr)
To develop his own creative potential, student explores creative processes and tries to solve his individual problems—personal, academic, or vocational—in imaginative ways. As he works with others in an atmosphere of trust, involvement, and understanding, he becomes aware that individuals approach problems differently, even uniquely; and by shedding his rigidity, he begins to solve his problems more flexibly and productively.
- 1-472 (33B). CREATIVITY: CREATIVE SPEECH ACTIVITIES.** (3 cr; prereq 1-414 or 1-461, §)
To provide a creative outlet for interested students, only one form of speech is studied intensively for an entire quarter. Once the form is selected, activities are fitted to the interests of students and instructor. Since its content varies from quarter to quarter, course may be taken twice for credit.
- 1-481 (23A). CREATIVITY: ART LABORATORY—EXPERIENCES IN THE MEDIA.** (3 cr [may be repeated for a maximum of 9 cr])
Laboratory activity provides student with opportunity for creative experiences in a number of art media. Laboratory is planned and operated to meet individual needs and interests of student and provide him with means to develop his creative awareness and ability. In addition to laboratory activity, there are assignments in reading, lectures, and gallery trips.
- 1-483 (25A). CREATIVITY: MUSIC LABORATORY—MATERIALS OF MUSIC.** (3 cr; open to students with or without previous musical training)
Student gets first-hand acquaintance with basic materials of music—notation, structure, traditions, and elements of musical composition. Not a professional training course for music students, but designed for those who seek greater understanding of and insight into music by experiencing it from performer's and composer's point of view.
- 1-484 (31E). CREATIVITY: WRITING LABORATORY—INDIVIDUAL WRITING.** (3 cr; prereq 1-412 or 1-413 or 1-421, recommendation of a writing lab inst and §)
Recommended students work on individual writing projects. After study of techniques of description and narration, they may write sketches, short stories, familiar essays, poems, or dramatic scripts, as their interest directs them and as instructor permits.
- 1-485 (26A). CREATIVITY: PHOTOGRAPHY I.** (3 cr; enrollment limited)
Student receives instruction in use of cameras, primary studies in optics, film and paper emulsions, and similar topics. Darkroom work acquaints student with ordinary darkroom techniques, film developing, and paper printing.
- 1-486 (26B). CREATIVITY: PHOTOGRAPHY II.** (3 cr; enrollment limited; prereq 1-485 or practical experience and §)
For students who have had previous instruction in photography or have worked in photography and know principles of developing and printing. Attempts to develop a personal photographic perception in student through lectures on photographic history and contemporary trends in photography. Intensive field work.

1-488. CREATIVITY: SPECIAL TOPICS

1-489. CREATIVITY: INDIVIDUAL STUDY

MAN AND HIS WORK

1-501 (1B). MAN AND HIS WORK. (5 cr; 3 lect, 2 discussion sessions per wk)

Student explores meanings of work and occupations as they relate to the individual and society through psychological, sociological, historical, and economic perspectives. Opportunity for individual attention is provided in one of three areas: career choice, pursuing and advancing a career, or vocational psychology.

1-502 (1B). VOCATIONAL PLANNING. (5 cr; not open to 1st qtr fr; prereq # or consent of counselor)

Deals with factors in appropriate occupational choice and adjustment, relationships between educational and vocational planning, and methods of studying occupations. Group discussion, personal counseling, outside interviews, and laboratory study. Written projects help student to apply techniques of vocational planning to his individual case.

1-508. MAN AND HIS WORK: SPECIAL TOPICS

1-509. MAN AND HIS WORK: INDIVIDUAL STUDY

1-511 (15). INTRODUCTION TO MODERN BUSINESS. (5 cr)

Intended for both business and general education, course provides an overview of economic environment in which business operates. Major functions of a business organization are surveyed, including production, finance, personnel, and marketing. A useful introductory course for students planning to do more work in business, but also recommended for those who want to survey the field without studying it in detail.

1-513 (17B). PRINCIPLES OF SMALL BUSINESS OPERATIONS. (3 cr)

Designed specifically for those who plan to own or operate some form of small business in a marketing-related area, course deals with the following topics: environment and management of small business, problems of initiating a business, financial and administrative control, marketing program and policies, and legal and governmental relationships.

1-531 (31D). BUSINESS WRITING. (3 cr; prereq 1-412 or 1-413 or 1-421...1-422 advised)

Student writes letters of inquiry, order, complaint, adjustment, and application. Assignments may also include business reports, credit and collection letters, interoffice communications, and sales letters and reports. Form, clarity and economy of expression, and suitable tone are emphasized. *Final drafts must be typed.*

1-532 (32E). BUSINESS SPEECH. (3 cr; prereq 1-414 or 1-461)

Student is given practical experience with those special adaptations of speech principles most often employed in business and the professions. An attempt is made to suggest importance of honest thinking, personal integrity, and accurate communication in business and professional speaking. Speech activities include practice in sales demonstration, interview, conference, and special forms of informative speaking.

1-533 (19A). FINANCIAL MATHEMATICS: PROCEDURES AND APPLICATIONS. (5 cr)

Using only basic mathematics skills, student studies methods used to solve problems connected with percentages, simple interest and discount, compound interest, most common annuities, and investment securities. Through study of practical business problems, student develops calculation skills and understandings to assist him in dealing with a wide variety of financial matters.

1-534 (20A). PRACTICAL LAW. (5 cr)

To acquaint student with practical topics in field of law. Content includes 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. In addition, some attention is given to legal implication of life, property, and auto insurance, and an introduction to wills and estate planning.

Section 7

1-535 (14D). INTRODUCTION TO DATA PROCESSING. (3 cr)

An introduction to data processing for students wishing to acquaint themselves with basic aspects of this rapidly evolving technology. Useful as well to those considering the possibility of entering a course of training for work involving tabulation equipment, programming, computers, and related areas. Defines data processing and explores its history, summarizes some of its basic applications, and assesses its social and economic effects. Students study terminology; basic steps in the processing of data; and machines used to accomplish these steps, such as keypunches, sorters, interpreters, reproducers, collators, accounting machines, calculators, and computers. Career opportunities are explained and suggestions for further study are outlined.

1-536 (23B). INTRODUCTION TO COMMERCIAL ART. (3 cr [may be repeated for a maximum of 9 cr]; prereq previous art experience or #)

Emphasis is on design, lettering, graphic expression, and commercial processes which are fundamental to commercial art.

1-537 (18D). SALESMANSHIP. (3 cr)

After a general introduction to sales occupations, study is made of qualifications needed for successful careers in selling and sales management. Students survey principles and techniques and then apply them in role-playing situations and sales demonstrations. They develop sales-planning portfolios, listen to guest speakers and recordings, observe films, and participate in discussions. Concurrent employment in a selling or sales-related occupation is recommended but not required.

1-538. GENERAL BUSINESS: SPECIAL TOPICS

1-539. GENERAL BUSINESS: INDIVIDUAL STUDY

1-540/1-541/1-542/1-543 (16A-B-C-D). ACCOUNTING FUNDAMENTALS I-II-III-IV. (2 cr each; must be completed in sequence; student may initially register for 1-540 alone or 1-540/1-541 together; if he shows exceptional progress, he may be able to add either 1-542 of 1-542/1-543 during qtr; students with some college work in accounting can consult advisers about courses they should take)

Sequence is designed as a classroom, tutorial, independent-study program. It allows an individual student to proceed at his own pace to complete the number of credits in accounting that he desires. Sequence begins with study of basic concepts of accounting, with emphasis on theory of the accounting cycle and more routine book-keeping processes. This is followed by attention to use and interpretation of accounting information in the decision-making process of business, along with close examination of financial statements. Student studies handling of major accounts, such as receivables and inventories, with emphasis on modern accounting procedures, measurement and control of costs. More complex forms of business organization are also covered, with concentration on problems of accounting within corporate structure.

1-544 (14A). BEGINNING TYPEWRITING. (3 cr)

A beginning course for students with no previous typewriting training, introducing the keyboard and stressing touch method of typing. Student should attain a proficiency of approximately 30 wpm with accuracy and be able to apply this skill to preparation of business letters, tabulation problems, manuscripts, and reports. Designed to assist student in personal correspondence and preparation of term papers and reports as well as to provide foundation for possible vocational uses of typewriting.

1-545 (14B). INTERMEDIATE TYPEWRITING. (3 cr; prereq 1-544 or 30 wpm)

Designed for students with 1 year of high school typewriting and/or typing skill of approximately 30 wpm. Vocationally oriented, emphasizing skills necessary for effective performance on a job. Topics include business letters and their special features, special communication forms, tabulated reports, and manuscript typing.

1-548. BUSINESS SKILLS: SPECIAL TOPICS

1-549. BUSINESS SKILLS: INDIVIDUAL STUDY

1-551 (18A). MARKETING: INTRODUCTION. (5 cr; prereq #)

Helps students acquire knowledge and skills required for successful employment in a marketing-related occupation. In addition to study of career opportunities, emphasis is on introduction to basic areas of marketing including retailing, wholesal-

Course Descriptions

- ing, transportation, finance, and employee relations. Attempt is made to integrate all these elements into total marketing picture.
- 1-552 (18B). MARKETING: SALES PROMOTION.** (5 cr; prereq 1-551 or #)
- Attention primarily on sales promotion techniques relating to principles of store layout, interior and window display, psychology of advertising, use of advertising media, and public relations. Emphasis on learning to develop coordinated promotional plans for marketing operations that will aid in efficient and profitable distribution of goods and services.
- 1-553 (18C). MARKETING: PRINCIPLES OF MANAGEMENT.** (5 cr; prereq 1-552 or #)
- Students study various problems and decision-making techniques involved in marketing operations. Using the management-by-objectives approach, topics studied include business organization; personnel selection, training, and supervision; buying and merchandise management; government regulation; and use of the computer in marketing.
- 1-557 (48). MARKETING: SUPERVISED WORK EXPERIENCE**
- 1-561 (13A). LEGAL SECRETARIAL STUDIES I.** (5 cr; meets 10 hrs per wk)
- First half consists of review of advanced shorthand and intensive speed building. Second half includes building of skill in typing production and in use of adding, calculating, duplicating, copying, and transcribing machines.
- 1-562 (13B). LEGAL SECRETARIAL STUDIES II.** (5 cr; prereq 1-561; meets 10 hrs per wk)
- Students learn basics of legal practice and procedures in areas of probate, corporations, collections, personal injury, real estate, domestic relations, and criminal law. Materials are integrated to include legal typing, transcription, shorthand, and terminology. Also included is study of records management and reference materials for basic research.
- 1-563 (13C). LEGAL SECRETARIAL STUDIES III.** (5 cr; prereq 1-562; meets 10 hrs per wk)
- Approximately 5 hours per week are spent in model office set-up covering all aspects of a job in a legal office. Integrated practice units include legal filing, follow-up, and accounting, in addition to legal secretarial skills. Remaining class time emphasizes office management and supervision, business attitudes, and legal responsibilities and ethics. Also included are a 2- or 3-week unit on legal research at the law library.
- 1-566 (48). SECRETARIAL STUDIES: SUPERVISED WORK EXPERIENCE—LEGAL**
- 1-572. INTRODUCTION TO BLOCK DIAGRAMMING AND PROGRAMMING.** (5 cr; prereq 1-535 or #)
- Designed to provide an orientation to problem solving in data processing. Typically this involves formulating a block diagram (graphic sequence of steps needed to solve problem) and using block diagram as guide for writing a program. Useful not only to prospective data-processing personnel, but to others working in or interested in business and to those interested in improving logical-thinking skills. Emphasizes concepts such as computer number systems, languages, various storage devices, and techniques for recording information. Attention also given to programming techniques such as switches, branching, use of input/output devices, editing fields for printing, and defining working storage areas and constants. Actual use of computer whenever possible.
- 1-610. DENTAL ASSISTING**
- See *School of Dentistry Bulletin* for descriptions of the following courses: Orientation to Clinical Procedures—Oral Anatomy and Laboratory Procedures—Chairside Assisting—Clinic I—Microbiology—Oral Pathology—Prosthetic Laboratory—Clinic II—Dental Therapeutics for Dental Assistants and Hygienists—Dental Radiography—Office Management—Clinic III—Seminar: Dental Assisting—Seminar: Dental Assisting.
- 1-631 (37B). SOCIAL WORKER AIDE: THE HELPING PROCESS IN THE SOCIAL SERVICES.** (3 cr)
- Deals with dynamics of working with others and focuses upon actual procedure of the helping process. Includes development of frame of mind or attitude that enables

Section 7

one to work with others, introduction to vocational areas, development of beginning skills in the helping professions, and evaluation by the student of his own interest and potential in social welfare. Instruction includes small-group discussions. Field placement is available.

- 1-637 (48). SOCIAL WORKER AIDE: SUPERVISED WORK EXPERIENCE**
- 1-641 (36B). TEACHER AIDE: EDUCATIONAL METHODS FOR TEACHER AIDES.**
(3 cr)
Designed to acquaint teacher aides with basic philosophy and background of methods of instruction. Topics include background of elementary school curriculum, current trends in special education, and understanding the exceptional child. Practical laboratory techniques stress implementation of concepts developed in class. Students build files of instructional aids and ideas for future classroom use.
- 1-647 (48). TEACHER AIDE: SUPERVISED WORK EXPERIENCE**
- 1-658 (48). SUPERVISED ON-THE-JOB TRAINING**
- 1-670. RECREATION FOR SPECIAL GROUPS**
See *College of Education Bulletin* for descriptions of the following courses: Introduction to Recreation and Parks—Recreation for Special Groups—Recreation Programming for Special Groups—Leadership in Social Activities—Leadership in Nature Recreation—Supervised Field Work.
- 1-671 (4). LEISURE TODAY.** (3 cr)
To develop both an understanding of the problem of leisure in mid-20th-century America and a philosophy of recreation, student studies five topics: meaning of leisure, philosophy of recreation, process of building an interest, survey of recreation activities, and recreation opportunities on campus.

Programs for Which the General College Grants Credits

HEALTH-RELATED FIELDS

- 1-681. HEALTH: MEDICAL LABORATORY ASSISTANT**
- 1-682. HEALTH: X-RAY TECHNICIAN**
- 1-683. HEALTH: NURSING ASSOCIATE**

LAW ENFORCEMENT

- 1-685. LAW ENFORCEMENT: POLICE ACADEMY**

TECHNOLOGY

- 1-691. TECHNOLOGY: BUSINESS MACHINES TECHNOLOGY**
- 1-692. TECHNOLOGY: ELECTRONICS TECHNOLOGY**
- 1-693. TECHNOLOGY: INDUSTRIAL TECHNOLOGY**
- 1-694. TECHNOLOGY: RADIO-TELEVISION TECHNOLOGY**

PERSONAL LIFE

- 1-701 (1A). INDIVIDUAL ADJUSTMENT.** (4 cr)
Basic purpose is to help student gain better understanding and acceptance of himself and of others. Psychological concepts of personal and social adjustment are used in aiding each student to study his own personality development and adjustment. Class discussion and individual projects are based to a large extent on students' experiences, needs, and interests.
- 1-707. LEADERSHIP TRAINING**
- 1-721 (3A). HOME LIFE: MARRIAGE AND FAMILY LIVING.** (5 cr)
To emphasize particular values of family life for the individual and for society,

course begins with study of biological, psychological, and sociological foundations of the family. Much time is devoted to study of adjustment and human relationships in student's present and future home life. Preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood are considered.

1-722 (3F). HOME LIFE: PARENT-CHILD RELATIONSHIPS. (3 cr)

An interdisciplinary course aimed at helping students to develop their own philosophy of child-rearing—attitudes, principles, and perspectives that will guide them in their relations to their children and performance of their parental responsibilities. Focus is on helpful information related to crises of parenthood. Relevant research is used to emphasize principles of parent-child relations and to prepare student for tasks of parenthood.

1-723. HOME LIFE: BEHAVIOR PROBLEMS OF CHILDREN. (4 cr)

Focuses on identification of maladaptive behavior, its causes, and what can be done to cope with children demonstrating such behavior. Overall objective is to give student an understanding of dynamics of behavior pathology. Attention is given to types of behavior problems usually seen at home, in school, and in social relationships. Aimed at giving student an understanding of effects of heredity, family experience, peer-group pressure, and socio-economic class on development of behavior problems in children.

1-731 (3E, 17A). HOME LIFE: CONSUMER PROBLEMS. (5 cr)

To develop understanding of our economic system from viewpoint of the family as a consumer unit. Emphasis on fundamentals of financial planning and personal economic decision making and application of these concepts to such specific areas as food, clothing, shelter, buying insurance protection, saving and investing, using credit facilities, and obtaining and evaluating consumer information.

1-735 (3D). HOME LIFE: FAMILY ENVIRONMENT. (5 cr)

Deals with a broad study of interrelationship of society, housing, and family living. The following topics are examined: urbanism; social and physical housing problems; new towns; determining individual and family housing needs and preferences; housing choices; problems in selecting and furnishing a home, with consideration of the financial, functional, and design aspects of various dwellings and furnishings; and trends in family living patterns.

1-738. HOME LIFE: SPECIAL TOPICS

1-739. HOME LIFE: INDIVIDUAL STUDY

COORDINATED STUDIES

American Indian Studies

1-811 (27A). MINNESOTA INDIAN HISTORY. (4 cr)

Deals with following topics: first inhabitants of Minnesota as described in letters, reports, diaries, and drawings of earliest explorers, traders, soldiers, and pioneer settlers; 18th-century Dakota-Chippewa wars; conflict of cultures and Indian agent Lawrence Taliaferro; land cession treaties; Sioux revolt of 1862; retreat to reservations; Indian lands and culture, 1770-1934; the New Deal; and the Indian and World War II.

1-812 (27B). AMERICAN INDIAN LITERATURE. (5 cr)

To learn about American Indian traditions, aspirations, and contributions, student reads poems, speeches, legends, stories, essays, and novels written by American Indians. Films, paintings, and music also form a part of the course content.

1-813 (27C). MINNESOTA INDIANS IN CONTEMPORARY SOCIETY. (5 cr)

Interdisciplinary study of problems of an important minority group in such areas as employment, education, welfare, and housing. Topics include quality of life on Chippewa reservations, in Sioux communities, and in urban Indian concentrations.

Afro-American Studies

1-815 (47A). THE AFRO-AMERICAN EXPERIENCE. (5 cr)

Exploration of the role of Black people in American life, examining complex, interacting forces which have led to our present racial crisis. Beginning with African backgrounds and transatlantic slave trade, instructor and students analyze main themes of Afro-American history, including recent civil rights revolution and Black nationalism of the 20th century. This may be a disturbing course. Not a search for heroes, White or Black, nor a simple affirmation of American democracy; rather, a search for understanding in a most disturbing area of our national experience—racial conflict.

1-816 (47B). AFRO-AMERICAN LITERATURE. (5 cr)

Student studies Afro-American contributions and aspirations by reading essays, poems, stories, and novels of Black America. Films, art, music, and drama are also included.

1-817 (47C). MINNESOTA BLACKS IN CONTEMPORARY SOCIETY. (5 cr)

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

Contemporary Race Relations

1-822. CONTEMPORARY RACE RELATIONS: LITERATURE. (5 cr; prereq ¶1-823/1-824/1-825)

1-823. CONTEMPORARY RACE RELATIONS: WRITING. (3 cr; prereq ¶1-822/1-824/1-825)

1-824. CONTEMPORARY RACE RELATIONS: SPEECH. (3 cr; prereq ¶1-822/1-823/1-825)

1-825. CONTEMPORARY RACE RELATIONS: SOCIAL SCIENCE. (5 cr; prereq ¶1-822/1-823/1-824)

Employing techniques from four academic disciplines, students investigate problems of race relations which arise in such typical areas as employment, education, housing, welfare, and law and order. Individual projects, requiring considerable field work, occupy an appreciable portion of students' out-of-class time, and demand a good deal of individual initiative. Social science component helps student pose primary problems for investigation and provides necessary background materials and methodology. Group discussion and writing techniques guide student in surveying, acquiring, reporting, and generally communicating his findings. Literature read in the four courses concerns itself with human experiences like the ones students may encounter while pursuing their projects. Only those students should enroll who are able to undertake a large amount of work outside the classroom.

Scandinavian Culture

1-831. SCANDINAVIAN CULTURE: ART. (3 cr; prereq ¶1-832)

1-832. SCANDINAVIAN CULTURE: LITERATURE. (3 cr; prereq ¶1-831)

Student deals with mythology, folklore, philosophy, literature, drama, film, art, architecture, handicrafts, and music of Scandinavian countries. As part of regular class work, each student elects special projects based upon guided readings, upon visits to museums, or upon attendance at plays, films, concerts, festivals, and lectures in Twin Cities area. Students may also experiment with weaving, painting, ceramics, or other crafts.

Latin-American Culture

- 1-841. LATIN-AMERICAN CULTURE: ART.** (3 cr; prereq ¶1-842)
- 1-842. LATIN-AMERICAN CULTURE: LITERATURE.** (3 cr; prereq ¶1-841)
Students study literature, music, architecture, and painting of Latin America. Short stories, poems, and essays they read, music they listen to, works of art they examine, and movies they view exemplify how Spanish and Indian artistic and social traditions have blended to form contemporary Latin-American culture.

Philosophy Through Literature

- 1-861 (5A). PHILOSOPHY THROUGH LITERATURE: PHILOSOPHY.** (3 cr, §1-351; prereq ¶1-862)
- 1-862. PHILOSOPHY THROUGH LITERATURE: LITERATURE.** (3 cr; prereq ¶1-861)
Student studies and discusses philosophical concepts in such literary forms as novel, short story, poetry, drama, and essay. Texts assigned exemplify, directly or by implication, such broad philosophical issues as individualism and responsibility, free will and determinism, knowledge and values, and status of the artist in society. Class discussion is aimed at making student aware of how philosophical abstractions are related to individual human life as reflected in works of literature.

Environmental Problems

- 1-921. ENVIRONMENTAL PROBLEMS: NATURAL SCIENCE.** (5 cr; prereq ¶1-922/1-923/1-924)
- 1-922. ENVIRONMENTAL PROBLEMS: SOCIAL SCIENCE.** (5 cr; prereq ¶1-921/1-923/1-924)
- 1-923. ENVIRONMENTAL PROBLEMS: WRITING.** (3 cr; prereq ¶1-921/1-922/1-924)
- 1-924. ENVIRONMENTAL PROBLEMS: HUMANITIES.** (3 cr; prereq ¶1-921/1-922/1-923)
Environmental problems such as pollution, overpopulation, starvation, crises in urban ecology, and exploitation of natural resources are studied by identifying problems and formulating possible solutions. Social, scientific, and humanitarian factors of various problems are interrelated through cooperative planning by several staff members with diversity of backgrounds and interests required for this approach. Much emphasis is on individual and small-group investigation and reporting.

College Offices

Office of the Dean	106 Nicholson Hall (373-4104)
Assistant Deans	
Coordinator of Research	
Coordinator of Occupational and Placement Programs	
Assistants to the Dean	
Executive Secretary	
Student Affairs	
Student Personnel Services	10 Nicholson Hall (373-4400)
Orientation	20 Nicholson Hall (373-4425)
Registration Center	20 Nicholson Hall (373-5176)
Scholastic Standing Committee	10 Nicholson Hall (373-4400)
Community Programs	
Administration	106 Nicholson Hall (373-4104)
Consolidated HELP Center	UCCF Center (373-0120)
	331-17th Ave. S.E., Mpls. 55414
Dr. Martin Luther King Program	
Project HELP	
Work Incentive Program	
Career Opportunity Program	
Careers in Urban Planning (373-3491, 373-0120)	
Project Upward Bound	106 Nicholson Hall (373-4107)

Division Offices

Business Studies	139 Temporary South of Folwell (373-4816)
General Arts	104B Nicholson Hall (373-3704)
Literature, Communication, and Philosophy	204 Nicholson Hall (373-4819)
Natural Science and Mathematics	113 Folwell Hall (373-3723)
Psychology and Family Studies	30 Nicholson Hall (373-5264)
Social Studies	150 Nicholson Hall (373-3610)