College in the Schools
Administrative Policy and Practice Guide
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College in the Schools
Administrative Policy and Practice Guide

Link to UMD College in the School’s Website (Control click to follow the link)
https://umd-general.umn.edu/students-transition/cits-transition/cits-schools

NACEP Accreditation Information
UMD’s CITS program is NACEP Accredited

The National Alliance of Concurrent Enrollment Partnerships (NACEP) awards accreditation to programs after a comprehensive peer review by a team of experienced representatives who review NACEP’s seventeen national standards for program quality in the areas of: curriculum, faculty, students, assessment, and program evaluation.

CITS Student Eligibility Guidelines

- Be a high school Junior or Senior
- Possess a 3.0 overall GPA or Complete a Course Permission Form approved and signed by their CITS teacher
- UMD makes the final determination on student eligibility

*Note: UMD CITS credit cannot be earned by independent study coursework

Registration

- Students cannot register for or drop a CITS course on their own through UMD.
- Partnering school districts send completed student participation forms to CITS program staff in June
- Schools send class rosters via email to bperushe@d.umn.edu by August 15.
- CITS teachers verify CITS class lists via the MyU Portal. Click on the Teaching Tab to access class lists.
- U Card images may be obtained on campus during campus visits or a scheduled high school UMD CITS Campus Visit. An official photo ID is required.

Cancellation

After registration, the high school teacher sends email notification to bperushe@d.umn.edu for students who add or cancel a course prior to UMD’s course add/cancellation deadline (end of UMD’s 10th week).

Course cancellation after the UMD deadline requires completion of a petition. Print a petition from the CITS Web site, link below. Sign, date, and fax the completed form to: 218-726-6244.
Cancellation prior to UMD’s cancellation deadline results in erasure of the CITS course from the student’s UMD transcript and no charge to the school. If processed after the cancellation deadline, the course cancellation may result in a “W” (withdrawal) on the student’s UMD transcript. Approval of a petition is based on recommendations by the high school CITS teacher, the CITS director /HS counselor, and the UMD SIT director.

If students transfer out of the course after the tenth week, they must officially cancel the course via an approved UMD petition or an “F” grade (failure to successfully complete the coursework) will automatically appear on their UMD transcript. The high school counselor or administrative assistant should fax a completed, signed UMD petition form with the CITS teacher’s signature, date, high school counselor’s signature, and date to the CITS director at: 218-726-6244.

Students may cancel a course during the first ten weeks of UMD's semester without penalty. Students typically continue enrollment in the high school course earning high school credit only.

After the end of the tenth week, students are required to petition to drop a course and to secure the permission of their CITS teacher. An official UMD petition is required. Students typically continue earning high school credit only for the course.

**Deadlines:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Year</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12</td>
<td>2017</td>
<td>Fall registration deadline</td>
</tr>
<tr>
<td>November 17</td>
<td>2017</td>
<td>Fall 2017 drop deadline</td>
</tr>
<tr>
<td>January 9</td>
<td>2018</td>
<td>All-year drop deadline</td>
</tr>
<tr>
<td>January 23</td>
<td>2018</td>
<td>Spring 2018 registration deadline</td>
</tr>
<tr>
<td>April 6</td>
<td>2018</td>
<td>Spring 2018 drop deadline</td>
</tr>
</tbody>
</table>

**CITS Student Responsibilities**

Students are held accountable for meeting all course requirements and for observing deadlines, examination times, and other policies and procedures as stated on the class syllabus. Students must initiate and monitor their UMD email account. Attendance is one of the most important factors for student success in UMD classes. Scholastic dishonesty is not tolerated (see UMD official policy).

**Academic Integrity:**

Academic dishonesty tarnishes UMD’s reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, UMD CITS courses will adhere to UMD’s Student Academic Integrity Policy. This policy sanctions students engaging in academic
dishonesty with penalties up to and including expulsion from the University for repeat offenders.

**Student Conduct Code:**

Alleged violations of the Student Conduct Code (no matter how minor or severe) are matters of concern to the University. Allegations of such individual or group misconduct may be reported from the University police, departments, individual students, faculty, staff, or campus guests. All allegations of Student Conduct Code violations are forwarded to the conduct code coordinator to determine

(1) if the alleged misconduct appears, as judged by available evidence, to violate the Student Conduct Code and

(2) which item(s) in the Code may have been violated.

Appropriate sanctions may be imposed to resolve each individual case

**Attendance:**

School districts, schools, and teachers set their own attendance policy. Regular class attendance is expected.

**Grading Criteria:**

In many cases, especially in language classes and in writing classes, the learning and practice that occurs during regular class meetings simply cannot be "made up." Consequently, attendance in class may contribute to determination of the course grade.

**Grading Assessment:**

UMD uses A-F grading to establish the quality of performance achieved at different grade levels. CITS teachers define grade standards for their courses in conformity with the UMD department's policies. Using their best judgment and after consulting with the CITS faculty mentor, CITS teachers may choose to assign different grades for the high school course and for the UMD course. Only the UMD grade appears on the UMD transcript.

**Refunds:**

If a student cancels a class within the first ten weeks of the UMD semester, in a trimester, the first eight weeks, or an all-year course by January 9, 2018, the school district will not be billed for the student's tuition. If a student officially cancels at any time after the above deadline, no refunds are granted.

**Scholastic Dishonesty:**
Scholastic dishonesty is "any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work" (CLA)

**CITS Student Transfer Credits and Grades**

CITS students earn dual credit for coursework; CITS students earn credit for high school graduation requirements as well as university credits toward a future baccalaureate degree. CITS high school teachers determine the grades recorded at the high school and at UMD. The UMD CITS grade is based on criteria established by the UMD faculty member and approved by the respective UMD department. View grades online after the term ends.

A change of grade can occur under the following conditions:

- Students complete the work necessary to remove an “I” (Incomplete) from their record.
- The petition process is completed and approval to change the grade granted due to extenuating circumstances.

Students earn UMD grades for all UMD CITS courses completed. An official UMD transcript is created upon registration and students are given a University of Minnesota unique identification (ID) number.

**Transfer of Credit:**

*Current high school students:*

Students may view or print their unofficial transcript online or request a copy in person at One Stop Student Services, 23 Solon Campus Center. Students are limited to one unofficial copy per day.

*After high school graduation:*

Students should request an official UMD transcript online at: http://www.d.umn.edu/registrar/transcripts.html for a fee of $15 per transcript using a major credit card. In person, students may request an official transcript at the One Stop Student Services, 23 Solon Campus Center, or mail a completed request with a $15 check payable to UMD for each official transcript; UMD address is located on the transcript form
CITS Student Resources

- UCard (photo ID card used for discounts, including parking, photocopying and reduced-price tickets to UMD events)
- Library card and services
  UMD Library privileges are tied to UMD CITS registration activation, including online database access. Library student account activation, which allows students to check out materials and access Interlibrary Loan and Distance Learner Services (if you reside 51 miles or more from UMD), is linked to the printing and activation of your UMD U Card. Students receiving a UMD U Card should allow two days from the print date for full Library privileges to activate. For questions about your UMD email, Internet computer account, or you forget your password or need help configuring your home computer or software contact UMD computing services at: 218/726-8847.
- DTA bus pass (if registered for six or more credits)
- University of Minnesota Duluth email account
  Initiate your UMD email account after your registration is active:
  1. Request your UMD ID number from your CITS teacher.
  2. Log on to: http://www.umn.edu/initiate
  3. Type your UMD/student ID number and birthdate.
  4. TEACHERS: UMD ID numbers are available on your class rosters.
     For example: 1133678 07/20/1991
  5. Type an 8-10 character password that includes upper and lower case letters, digits, and at least one symbol, for example: Joh17A+!. Memorize your password. If necessary, write down your password and keep it confidential.
     Note: Passwords are case sensitive, so please remember which letters you chose to capitalize.
  6. Click “Submit Form” and your Internet and email accounts are activated.
  7. Students write down your UMD ID#, “username” and password.
- UMD Tutoring center access
- Computer lab basic access, including the Internet
- Access to download of UMD licensed software at reduced cost
- Customized campus visits for CITS classes, including training in using:
  Library electronic databases for research projects/papers
  Interlibrary Loan services
  Library Reference services
  UMD website featuring grades, transcripts, the CITS handbook, and the UMD Calendar of Events with access to international/national presenters
- Ten weeks at the beginning of each semester to drop college credit without penalty
- CITS program staff assistance with credit transfer issues

CITS Teacher Responsibilities

Qualifications:
- Minnesota teacher's license.
- Earned master's degree (dependent upon specific UMD department's requirements).
- Significant graduate-level course work in the subject area of CITS instruction.
- Demonstrated excellence in teaching advanced high school students.
- Support from the school principal or a chief administrator.
- Five years of consecutive teaching experience in the subject area.
Responsibilities:

- Participate in course-specific training workshops (see CITS Teacher Workshop Attendance under UMD Policies and Requirements)
- Prior to the first year of teaching in the program, new CITS instructors work closely with their UMD faculty mentor
- Participate in UMD campus visits and customized training
- Inform students of testing dates and deadlines for papers and projects on the course syllabus, approved by the UMD faculty mentor prior to the beginning of the term
- Use UMD approved textbook(s) and curriculum
- Use UMD course-specific grading rubric to determine UMD grades
- Notify students of their progress on a routine basis, especially prior to the deadline to withdraw from the course-before the end of the tenth week of the semester
- Post UMD grades on MyU, Faculty Center, prior to the semester deadline
- Teach at least one term of a CITS course each year or by special arrangement

CITS Faculty Liaison Responsibilities

Oversee UMD CITS course sections in their department offered in the high schools by AVCAA approved UMD CITS teaching specialists:

- Work with the UMD department chair, faculty, and CITS staff to ensure CITS program quality and compliance with UMD standards
- Keep UMD departments informed of CITS activities and developments
- Approve CITS textbook(s) and syllabi used in the high schools in collaboration with UMD department chair
- Distribute UMD midterms and final examinations to CITS teachers, as needed
- Present to CITS classes upon request on special topics
- Meet with CITS classes at UMD during Campus Visits, as requested
- Update the CITS teachers on departmental policy changes

Evaluate and mentor CITS teachers:

- Conduct site visits annually or on an “as needed” basis to observe the CITS teachers in the classroom, review graded student work, and review final grades
- Communicate regularly and respond to email, voice-mail, and questions posed by CITS teachers
- Provide one-on-one consultation with teachers as needed
- With the assistance of the CITS coordinator, review and approve/deny the applications of prospective CITS teachers, write official letters of recommendation, and assist in the orientation of new CITS teachers
Collaborate with the CITS coordinator to:

• Present or facilitate an annual, one- to two-day professional development workshop for CITS teachers
• Briefly welcome/orientate each class during their UMD campus visit
• Oversee or participate in the training of students to use essential UMD resources
• Communicate, as needed, with the high school principal or chief administrator
• Help coordinate the UMD CITS Campus Visits by identifying UMD faculty who would be willing to allow CITS students to “visit” their classroom
• Provide documentation to secure or maintain accreditation of the UMD CITS program by the NACEP organization and other agencies involved in overseeing concurrent enrollment programs
• Help identify UMD courses that “fit” the UMD CITS philosophy and need as expressed by high school administrators

UMD Policy/Syllabus Requirements

Effective: January 3, 2011
Last Updated: Approved by EPC April 28, 2010; amended and approved by Campus Assembly November 9, 2010, updated & approved by EVCAA April 28, 2017
Policy Owner: Academic Affairs

During the first week of classes each instructor must provide a course syllabus in written or electronic form to every student in each course [1] that s/he teaches. In order to help students complete the course to the best of their abilities, the syllabus must contain:

• Course designator, number, and title, and the current semester
• Class meeting times and location(s)
• Instructional staff names and contact information: office hours, office location, phone number, and e-mail address
• Course pre-requisites, as applicable
• Required course materials such as text book(s), online readings, software, and computer use
• If the course is in the Liberal Education Program, a statement of the category (or categories) that the course fulfills as well as the education goals that are met by the course. Information on categories is located at http://www.d.umn.edu/liberal-education-programassessment/category-slos
  An example:
  Writing and Information Literacy Course develops students’ skills in written communication as well as information access and use. WRIT 1120 College Writing (3)
• Type of each graded course component (e.g. exams, quizzes, homework, papers, presentations, participation in discussion, blogs, attendance) with the relative weight and the identification of student learning outcomes measured by each component. Approximate dates should be included
• Final exam date and time and a link to the final exam policy
If a common final exam is to be given, date, time, and location should be announced as soon as the common exam is officially scheduled.

- Special outside-of-class requirements as applicable (e.g. field trips, performances, service learning, exams outside of regular class time)

- Attendance requirements and penalties for non-attendance, if any. [2]
- Policy on late and make-up work.
- Special Needs
  Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the start of the semester. Adaptation of methods, materials or testing may be made as required to provide for equitable participation. Supplemental course materials as applicable.

- Policies related to teaching and learning
  (Includes Student Conduct Code, Teaching and Learning, Academic Integrity, Final Exams, Excused Absence, Appropriate Use of Class Notes).

- Academic Integrity
  Academic dishonesty tarnishes UMD’s reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This commitment can only be fulfilled in an environment of trust, honesty, fairness, respect, and responsibility. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. All faculty, staff, and students are expected to maintain the highest levels of academic integrity. In keeping with this ideal, this course will adhere to UMD’s Student Academic Integrity Policy, which can be found at http://d.umn.edu/academic-affairs/academic-policies/classroom-policies/student-academic-integrity. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the University for repeat offenders.

- Student Conduct Code
  Alleged violations of the Student Conduct Code (no matter how minor or severe) are matters of concern to the University. Allegations of such individual or group misconduct may be reported from the University police, departments, individual students, faculty, staff, or campus guests. All allegations of Student Conduct Code violations are forwarded to the conduct code coordinator to determine:
  
  (1) if the alleged misconduct appears, as judged by available evidence, to violate the Student Conduct Code and
  (2) which item(s) in the Code may have been violated. Appropriate sanctions may be imposed to resolve each individual case. For more information on the specifics of the student conduct code see: http://www.d.umn.edu/conduct/

[1] A university course that is offered to an individual student is designated by one of the following course numbers: xx91 (Independent Study), xx92 (Directed Readings), xx93 (Directed Study), xx94 (Research) and xx97 (Internship). The instructor of any of these courses must provide in writing the number of credits, nature of the work to be accomplished, time expectations, the number of periodic meetings between the student and faculty member and Item 15 above. In addition, appropriate information from the list above should be included in the written agreement.

[2] See also the Excused Absence Policy listed in Item 15
CITS Teacher Resources

Provided by Faculty Liaisons:

- Maintaining the critical communication link between the high school and UMD
- Review of teachers applications
- Orientations and professional development workshops for first-time and continuing CITS teachers
- Support in CITS course curricula, text selection, syllabi, and assessments
- Facilitation of CITS subject-specific online and in-person discussions of new research findings, explorations of content, evaluation of new classroom resources, and the sharing of best practices among the peer group
- Presentations to students during site visits, as requested by CITS teachers

Coordinated by CITS Program Staff:

- Teacher and course approval processes
- Registration of students
- Assistance with posting grading, class rosters, petitions, securing transcripts, and receiving UMD CITS credit at colleges/universities
- Visits by faculty liaisons to high school classrooms
- Assistance with UMD policies, deadlines and processes
- Creation of professional development opportunities for high school teachers
- Campus visits by high school classes, including coordination of UCard process, library, observation of classes, and to attend special events
- End-of-course, one-year-out and four-year-out surveys regarding CITS experiences
## CITS Course Listing

<table>
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<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1003</td>
<td>Economics and Society</td>
<td>3</td>
<td>General description of U.S. economy and analysis of contemporary economic problems. Introduction to major economic issues and problems of the day, providing a simple framework used by economists for analysis.</td>
</tr>
<tr>
<td>ECON 1022</td>
<td>Principles of Economics: Macro</td>
<td>3</td>
<td>Analyzing overall performance of an economic system. National income accounting and theory, unemployment, inflation, fiscal policy, money, monetary policy, economic growth, international trade, non-U.S. economies, and real-world application of these concepts. Prereq: department consent.</td>
</tr>
<tr>
<td>ECON 1023</td>
<td>Principles of Economics: Micro</td>
<td>3</td>
<td>Analyzing free enterprise system through study of product and resource markets. Supply and demand, utility, production and cost, market structure, resource use, market failures, regulatory role of government, and real-world application of these concepts. Prereq: department consent.</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>Great American Authors</td>
<td>3</td>
<td>Introduction to American authors important for their artistic mastery and/or significant role in American literary history.</td>
</tr>
<tr>
<td>ENGL 1575</td>
<td>20th-Century Literature</td>
<td>4</td>
<td>Readings primarily in American, British, and Irish literature.</td>
</tr>
<tr>
<td>ENGL 1907</td>
<td>Introduction to Literature</td>
<td>3</td>
<td>Literary modes and methods of literary study and interpretation.</td>
</tr>
<tr>
<td>GEOG 1202</td>
<td>World Regional Geography</td>
<td>3</td>
<td>World Regional Geography offers an overview of the different regions which comprise the world. This course analyzes the relationship between the environment, economic development, culture and politics. In terms of the weekly pacing of the course, we will focus on a different world region each week. However, in a more general sense, we will focus on the root causes of global problems, not the specifics of each world region. This way, a central goal of this class is to challenge the notion that world regions exist in isolation from other spaces. Instead, we will analyze how regions develop and change based on how they manage their relationships with other spaces.</td>
</tr>
<tr>
<td>GEOG 1304</td>
<td>Human Geography</td>
<td>3</td>
<td>Human geography is a social science that examines the world, its people, and their communities, economies, politics, and interactions with the environment. This course introduces core concepts such as space, place, and scale, and applies them to understand human society. Topics from the spread of humans around the globe, to colonialism, the geography of agriculture, urbanization, geopolitics, and racial and ethnic difference are explored.</td>
</tr>
<tr>
<td>GEOG 1414</td>
<td>Physical Geography</td>
<td>4</td>
<td>The environment is highly dynamic and is continually modified by human and environmental processes. This course examines these processes to better understand how the Earth’s landscapes were formed and how they are currently being transformed. Specifically, students will understand the fundamental processes that govern the physical environment including Earth-sun relations, water resources, landforms, weather and climate, natural vegetation, and soils.</td>
</tr>
<tr>
<td>GER 1201</td>
<td>Intermediate German I</td>
<td>4</td>
<td>Consolidation and enrichment of previously acquired abilities in four modalities (speaking, listening, reading, writing), set within contemporary culture of German-speaking societies. Further development of intercultural competency. Taught in German. Prereq: 4 years high school German or instructor consent.</td>
</tr>
<tr>
<td>GER 1202</td>
<td>Intermediate German II</td>
<td>4</td>
<td>Consolidation and enrichment of previously acquired abilities in four modalities (speaking, listening, reading, writing), set within contemporary culture of German-speaking societies. Further development of intercultural competency. Taught in German. Prereq: 4 years high school German, Ger 1201, or instructor consent.</td>
</tr>
<tr>
<td>HIST 1200</td>
<td>World History to 1500</td>
<td>4</td>
<td>This course surveys world history from the emergence and development of isolated settlements to the earliest trans-oceanic interactions in the sixteenth century. It will also introduce students to the various sources and analytic techniques historians use to reconstruct the pre-modern past. Major themes include the social, political, religious, and economic ramifications of intercultural exchange and conflict in the ancient and medieval periods.</td>
</tr>
<tr>
<td>HIST 1207</td>
<td>Dawn of Modern Europe</td>
<td>4</td>
<td>Early history of the modern era: Renaissance, Reformation, Age of Reason, French Revolution and its impact, Napoleonic era.</td>
</tr>
<tr>
<td>HIST 1208</td>
<td>Europe in the Modern Age</td>
<td>4</td>
<td>Making of modern Europe; analysis of economic and technological revolution, collision of ideologies, imperialist expansion, revolutions, and wars.</td>
</tr>
<tr>
<td>HIST 1305</td>
<td>US History Part 2: 1865 - Present</td>
<td>4</td>
<td>Historical roots of major challenges facing Americans today; global responsibility as a world power; the quest for political, economic, and social justice; and community and family changes in modern society; 1877 to present.</td>
</tr>
<tr>
<td>HIST Modern World</td>
<td></td>
<td>4</td>
<td>This course surveys the evolution of the world from relatively isolated regions around 1500 to the global</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1400</td>
<td>History: 1500 - Present</td>
<td></td>
<td>interdependence whose trends continues to the present day. This course will examine the emergence of the interdependence among major civilizations, especially between the West and the East. This latest interaction was initiated by the European colonizations and sustained by the contributions of other civilizations. Major themes of the course include the social, cultural, political, economic, demographic, and environmental ramifications of the global interaction.</td>
</tr>
<tr>
<td>HLTH 1104</td>
<td>Health Science Terminology</td>
<td>3</td>
<td>Terms commonly used in health sciences and medical professions; emphasis on word structure.</td>
</tr>
<tr>
<td>MATH 1296*</td>
<td>Calculus I</td>
<td>5</td>
<td>First part of a standard introduction to calculus of functions of a single variable. Limits, continuity, derivatives, integrals, and their applications. Prereq: pre-calc or instructor consent.</td>
</tr>
<tr>
<td>MU 1001</td>
<td>Introduction to Music</td>
<td>3</td>
<td>The course aims to allow students to develop life-long skills of focused listening with an emphasis on the appreciation of music that reflects the underlying social and geo-political situations of composers from around the world in both today's world and previous eras.</td>
</tr>
<tr>
<td>PE 1600</td>
<td>Physical Fitness</td>
<td>1</td>
<td>Development of personal skills related to physical fitness. Understanding and application of factors and participation patterns contributing to enhanced physical fitness.</td>
</tr>
<tr>
<td>PE 1616</td>
<td>Weight Training</td>
<td>1</td>
<td>Development of personal skills related to weight training. Understanding of principles, concepts, and conditioning regimens for participation in weight training.</td>
</tr>
<tr>
<td>PHYS 1001*</td>
<td>Introduction to Physics</td>
<td>5</td>
<td>Noncalculus general physics course primarily for certain preprofessional fields. Topics in mechanics, heat, and sound.</td>
</tr>
<tr>
<td>SOC 1101</td>
<td>Introduction to Sociology</td>
<td>4</td>
<td>Introduction to sociological concepts and their application.</td>
</tr>
<tr>
<td>SPAN 1201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
<td>Consolidation and enrichment of previously acquired abilities in the Beginning Spanish sequence. Further cultivation of the four modalities of language acquisition (speaking, listening comprehension, writing, and reading comprehension). Emphasis on oral and written production. Further development of intercultural competency as it relates to the diverse cultures of Latino and Spanish-speaking communities around the globe. Taught in Spanish. Prereq: 4 years high school Spanish or instructor consent.</td>
</tr>
<tr>
<td>SPAN 1202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
<td>Consolidation and enrichment of previously acquired abilities in Intermediate Spanish. Further cultivation of the four modalities of language acquisition (speaking, listening comprehension, writing, and reading comprehension). Emphasis on oral and written production. Further development of intercultural competency as it relates to the diverse cultures of Latino and Spanish-speaking communities around the globe. Taught in Spanish. Prereq: 4 years of high school Spanish, Span 1201, or instructor consent.</td>
</tr>
<tr>
<td>TH 1001</td>
<td>Introduction to Theatre Arts</td>
<td>3</td>
<td>Appreciation of theatre arts. Developing sensitivity and critical sophistication as articulate, discriminating theatregoers. Play viewing, play reading, critiques, and term projects.</td>
</tr>
</tbody>
</table>