This is the Policies and General Information sections of the 1997-1999 University of Minnesota ROTC Bulletin.
University of Minnesota
Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

• **Research and Discover**—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

• **Teaching and Learning**—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

• **Outreach and Public Service**—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

Policies

**Bulletin Use**—This biennial bulletin, the basic source of information about Reserve Officers Training Corps (ROTC), should be kept handy for repeated reference. Separate bulletins are also published for various University colleges. Most may be obtained by contacting the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455-0213 (612/625-2008).

The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for Army-Navy/Marine-Air Force ROTC. It covers academic years 1997-98 and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

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

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

This bulletin also is available in electronic format on the Internet and may be accessed at http://www.umn.edu/commpub on the World Wide Web.

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

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

Inquiries regarding compliance may be directed to Stephanie Lieberman, Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547).

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

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

Students have the right to review their educational records. The regents’ policy is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

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

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

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

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

The Reserve Officers Training Corps (ROTC) has an important role in the national defense framework of our nation. The American tradition of military instruction on civilian college campuses began in 1819 when a former superintendent at West Point established the American Literary, Scientific, and Military Academy, which later became Norwich University. Military instruction soon spread to other institutions—Virginia Military Institute in 1839, the University of Tennessee in 1840, and The Citadel in 1842.

In 1862 the U.S. Congress, foreseeing the dual necessities of creating additional institutions of higher learning as well as providing a means of schooling in the military arts, passed the Morrill Land Grant Act. This act provided money from the sale of government lands to establish colleges and universities and specified that courses in the military arts should be offered at these institutions.

The University of Minnesota opened its doors in 1869 through the benefits made available by the Morrill Act. One of the original nine faculty members was the University’s first professor of military science, Major General Richard W. Johnson. For 70 years, on-campus military training and, after 1916, ROTC programs at the University prepared students to enter the Army. In 1939 a Naval ROTC unit was established, and in 1949 an Air Force ROTC program began.

For more than 150 years, on-campus military training and ROTC programs have provided intelligent, well-educated leaders for the nation’s defense. In keeping with the typically American concepts of the citizen-soldier and civilian control of military forces, these programs produce military officers from all geographic and social strata whose leadership is characterized by initiative, ingenuity, and flexibility. And because ROTC officers may return to civilian status when they have fulfilled their military obligation or choose to serve as reserve officers, ROTC programs provide leadership resources not only for national defense but also for civilian enterprise.

Programs

At the University of Minnesota, ROTC programs are offered by the U.S. Army, Navy/Marine Corps, and Air Force. ROTC coursework is completed concurrently with degree work so that participants qualify for officer commissions in one of the four military services—Army, Navy, Marine Corps, or Air Force—as they complete requirements for a University degree. ROTC coursework offers students the opportunity to widen their perspective; sharpen their sense of responsibility; develop their ability to organize, motivate, and lead others; and acquire a maturity of judgment that can be a source of strength and self-confidence throughout their careers.

Four-year and two-year programs are available, each offering a different approach toward earning an officer’s commission for students who meet selection requirements. Four-year programs consist of a basic course and an advanced course. The basic course is taken during the freshman and sophomore years, and the advanced course normally comprises the junior and senior years. Two-year programs consist of only the advanced course. Enrollment in an advanced course normally obligates students to a service commitment.

Curricula

ROTC courses prepare students for military service as junior officers. Students learn to exercise self-discipline, organize time and effort efficiently, perform effectively under stress, analyze and react quickly and with good judgment, and consistently exhibit exemplary military bearing and appearance. Seniors are placed in positions of command, able to apply the leadership skills they have developed during their preceding years of ROTC training. Following this final year of practical experience, these men and women are well prepared to assume leadership responsibilities as commissioned officers.

The ROTC curricula are administered by the University’s Office of the Vice President for Student Development & Athletics and Departments of Military Science (Army ROTC), Naval Science (Navy/Marine ROTC), and Aerospace Studies (Air Force ROTC).
Benefits

ROTC scholarship programs provide up to four years (five years under specific circumstances) of subsidized education, paying all tuition costs, instructional fees, and textbook expenses. Additionally, scholarship students receive a subsistence allowance of $150 per month. Nonscholarship students in their junior and senior years receive the $150 per month subsistence allowance for a maximum of 20 months. While attending summer training, all ROTC students receive approximately $700 plus housing, travel, and allowances. Students attending summer training to qualify for a two-year program receive the same pay and allowances as ROTC students (see Scholarships).

Obligations

Students who complete all requirements are commissioned as second lieutenants (Army, Air Force, and Marines) or ensigns (Navy). Upon commissioning, Naval ROTC scholarship students incur a four-year active duty service obligation; nonscholarship students incur a three-year active duty service obligation. Extended commitments to active duty are required for all pilots (eight years after qualification), naval flight officers (six years after qualification), and Nuclear Propulsion Program officers (five years after commissioning). Air Force pilot and navigator program students incur a commitment of eight and six years, respectively, after completing their training; all other Air Force students incur a four-year active duty service commitment (students who receive five years of scholarship incur a five-year commitment). Army students selected for active duty serve for three years; Army scholarship students selected for active duty serve four years. Army students commissioned into the National Guard or Army Reserve serve on active duty for initial schooling and then assume reserve obligations of varying lengths.

Admission

The three ROTC programs are open to all students. Young men and women are selected on the basis of their own merits. Certain qualifications and eligibility criteria for enrollment and commissioning must be met, however, as set forth in the laws and regulations that govern the programs. Students who do not meet these criteria may enroll in a course for its educational value but do not receive financial benefits or an officer’s commission. Basically, to be eligible for admission to a University of Minnesota ROTC program, applicants must

- be full-time college students;
- have reached their 17th birthday by June 30 of the year they plan to enroll;
- be of sound physical condition;
- show evidence of moral integrity, satisfactory scholarship and extracurricular activity, and potential officer capabilities; and
- have no moral or personal convictions that will prevent them from conscientiously bearing arms in support and defense of the U.S. Constitution.

Transfer Students—Students who have participated in ROTC training at another college or university may request transfer if they were honorably released by the first institution and are accepted by a University of Minnesota ROTC program.

Advanced Standing—Students who have participated in ROTC training at another institution may be granted advanced standing for military courses successfully completed.

Veterans—Veterans may take advantage of their military service and experience by seeking advanced placement in a ROTC program. G.I. Bill educational benefits and ROTC benefits may be received concurrently. Army students may receive advanced standing for membership in the National Guard or Army Reserve through the Simultaneous Membership Program. After commissioning, veterans can count their prior service for longevity pay and retirement.

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

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

Scholarships
Scholarships are available through national or regional selection systems. High school seniors may compete for four-year scholarships. Completed applications must be submitted no later than November 15 (Army) or December 1 (Air Force and Navy/Marine) for enrollment the following fall quarter. College freshmen and sophomores may compete for three- and two-year scholarships.

Students accepted into one of the ROTC nonscholarship programs are normally eligible to compete for the scholarship program after one or two quarters of enrollment. Aptitude for military service and academic performance are major considerations for acceptance. For more information about particular/special scholarship programs, contact the appropriate department.

Student Activities
Each ROTC department offers a wide range of activities for its students. A variety of local and nationally affiliated organizations offer interested and qualified students the opportunity to participate in activities, both on and off campus, that will develop their leadership and managerial skills. Social events and athletic competitions, scheduled throughout the school year, round out the activities available.

University Counseling and Consulting Services
University Counseling and Consulting Services (UCCS), 109 Eddy Hall on the East Bank and 199 Coffey Hall on the St. Paul campus (612/624-3323 for both), offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Development Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team

An Air Force ROTC cadet participates in pass in review.
building, conflict mediation, training, and workshops. UCCS’s Office of Measurement Services (OMS) scores exams, surveys, and research instruments and provides consultation to University faculty and staff. OMS operates the Minnesota Statewide Testing Program for Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests. For more information, see http://www.ucs.umn.edu/uccswww/uccs.html on the World Wide Web.

Other Publications

Class Schedule—This quarterly publication lists day school courses complete with hours, rooms, instructors, and prerequisites, as well as registration instructions, examination fees, maps, final exam schedules, grading definitions, and other valuable information.

Course Guide—The Course Guide, a quarterly publication distributed at the University Bookstores, provides course information in addition to college bulletins and the Class Schedule.

Course Symbols

These symbols are used throughout the course descriptions in this bulletin:

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

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

# ....... Approval of the instructor is required for registration.

∆ ....... Approval of the department offering the course is required for registration.

f,w,s,su

......... Following a course number, indicates fall, winter, spring, or summer.

, ........ The comma, used in prerequisite listings, means “and.”

A prerequisite course listed by number only (e.g., prereq 5246) is in the same department as the course being described.

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Patricia B. Spence, Rice

University Administrators

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The Armory Building is at 15 Church Street S.E., Minneapolis, MN 55455, on the University’s East Bank campus.
Liberal Education Requirements

Effective for all freshmen with fewer than 39 credits enrolling from fall 1994 to summer session II 1996. Beginning fall 1996, the liberal education requirements apply to all students entering a baccalaureate degree program, regardless of prior credits.

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

The Diversified Core Curriculum

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

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

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

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

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

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

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

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

The Designated Themes of Liberal Education

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

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

- Cultural Diversity. Understanding of the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.
- International Perspectives. Comprehension of the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.
- Environment. Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.
- Citizenship and Public Ethics. Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

Writing Skills

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

Requirement: Writing skills requirements are being revised. Until the new requirements are in effect, all students will complete the writing requirement specified by the college awarding their baccalaureate degree.

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

Minnesota Transfer Curriculum

If you complete the Minnesota Transfer Curriculum at any participating Minnesota college or university, you fulfill the University’s Twin Cities campus liberal education requirements. However, you will still need to complete a portion of the writing skills requirements. Contact your college advising office concerning these requirements. For more information on using transfer credits for the liberal education requirements, contact the Office of Admissions (612/625-2008).