

Corrick Center

for

General Education

2008-2009 Student Handbook

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Visit us at the Corrick Center home page:

<http://www.mnstate.edu/center>

Welcome to the Corrick Center for General Education

Welcome to the Corrick Center for General Education. The Corrick Center was developed in 1972 as an alternative entry program into Minnesota State University Moorhead. The Corrick Center for General Education offers a curriculum that fosters mastery of freshman and sophomore coursework while students acclimate to the academic environment at Minnesota State University Moorhead. The purpose of the curriculum offered by the Corrick Center for General Education is to enhance opportunities for student success as they bridge the transition from high school to university education.

At the Corrick Center for General Education, new students experience a small-college environment within the larger university community. In this community of learners students are introduced to the academic and career programs available at Minnesota State University Moorhead. Approximately 200 students matriculate in the program each fall and no more than 50 each spring. Within the cohort, students explore career paths available to them and develop strategies for developing, planning toward, and eventually reaching their academic and career goals.

Through the educational process at the Corrick Center for General Education, students develop academic skills to help prepare them for the rigors of further academic work. Based on their preparation, students may take advantage of courses that assist them in developing “studenting” skills, such as reading and math readiness skills, note-taking and study techniques, and test-taking strategies. In addition, they may take advantage of tutors who are available during scheduled hours in the study areas of Murray Commons, and they may also use any of the services of the larger University community, such as the Write Site, the Counseling and Personal Growth Center, Hendrix Health Center, and the Career Center etc.

At the Corrick Center for General Education, students are encouraged to take an active part in planning the education they receive and in preparing themselves with the skills and strategies they will need to develop in order to make the most of their educational opportunities at Minnesota State University Moorhead. Once they have planned a course of study, taken the necessary prerequisites to qualify for that course of study, and have fulfilled the requirements for transfer to the department of their major, students who enter Minnesota State University Moorhead through the Corrick Center for General Education transfer to their major course of study well prepared to meet the challenges of the education they receive.

Mission Statement

The Corrick Center for General Education is a nationally recognized program that provides a supportive learning community for a selected number of first and second-year students admitted to Minnesota State University Moorhead. This unique program prepares students for success in their chosen field of study by offering a college-level general education curriculum emphasizing writing, critical reading, and mathematical skills. The faculty also provides personal advising and is committed to helping students build a foundation of success to achieve their academic goals. Students enrolled in the program can also fulfill the requirements for the Associate in Arts degree in General Ed. (A.A.).

Philosophy

Education should be holistic, empowering students to learn and to integrate knowledge, skills, and values. It should assist students to develop appreciation for their own and others' humanness and uniqueness, to discover the potentials of themselves and others, and to make choices which will help them to effectively and responsibly participate in their total environments. Education should enable people to successfully perform various social roles and to accept diverse cultures and lifestyles. It should foster commitment to self, to others, and to lifelong learning.

Tenets

1. The wisdom of the past accessed through general education and contemporary skills and knowledge are equally important to students' higher education.
2. All individuals should have the opportunity to develop their potentials.
3. People best develop knowledge, skills, and values when striving to improve upon success.
4. Because learning styles vary among individuals, alternative routes to the goals of higher education should be made available.
5. In a supportive atmosphere with appropriate instruction, past academic performance measured by high school grades or standardized tests is less significant for success at college than present commitment to learning.
6. Realistic understanding of abilities, motivations, interests, and values increases the likelihood of progress toward goals and toward personal satisfaction.
7. Integration of knowledge occurs within the individual; therefore, instruction should place the learner at the center and incorporate instruction in a variety of disciplines.
8. Active learning produces meaningful, long-lasting effects on behavior.
9. Understanding one's own values and those of others is an essential part of education.
10. Education should encourage responsibility to both self and society.
11. Holistic education should foster life-long learning.
12. Individuals learn best in an enjoyable and helpful setting of cooperation and community.
13. Student-faculty interaction fosters student motivation, involvement and retention.

Goals

Following are the goals of the program for the students and for the Corrick Center.

The students will:

1. Demonstrate fluency in reading and writing, and skills in mathematical problem solving.
2. Demonstrate critical thinking skills.
3. Demonstrate an understanding of knowledge from historical perspectives.
4. Demonstrate an awareness of ecological concerns.
5. Demonstrate an understanding of cultural diversity.
6. Students will be advised to choose and plan for the transfer into an appropriate major or an AA degree.

To encourage students to accomplish these goals, the Corrick Center will:

1. Encourage and support faculty development.
2. Maintain an admission policy consistent with its goals and resources.
3. Maintain an emphasis on student advising.
4. Monitor student progress and keep students informed of their academic standing.
5. Strive to present an integrated general education curriculum.
6. Maintain its efforts in community service.
7. Continue to seek innovative teaching methods.
8. In teaching, stress learning and thinking processes.
9. Maintain a sense of community among students and faculty.

(rev. 6-93)

Success Stories from Corrick Center Students

Starting a college career at Minnesota State University Moorhead's Corrick Center for General Education puts a student on track for a lifetime of success.

Kyle Ames “The Corrick Center is a second chance for students who don’t do well in high school. Overall the classes are challenging. I was struggling with a math class and Professor Ng would help me for a whole hour after class, simplifying every detail so that I could understand. The teachers are there for you 100 percent, no matter what they’re doing.”

Breanna Rubertus “I was a little nervous about the Corrick Center until I realized that the classes will work with my major and apply toward my degree. After spending time at the Corrick Center, I’ve become more comfortable in college life and my place on campus. As a peer mentor I help advise freshmen, show them how to register, and work with faculty on projects. I’ve developed a personal relationship with Dr. Rowse and Dr. Gess, and I feel like when I’m done with college I can go to them for recommendations.”

Laura Benz “MSUM is the right fit for me. What I like most about campus is the layout—everything is easy to get to. My biggest fear coming into college was being in a classroom with 200 people. I’ve never had to be in a class that large because of the Corrick Center, where classes are 20-25 students. It’s the perfect size. The transition to courses outside of the Corrick Center was easy and exciting.”

David Juarez “At first I was a little confused and nervous about the Corrick Center because I didn’t fully understand it. But it’s sort of a college transitional program—a way to ease into the college environment so you don’t get behind, lost or off track. It’s a wonderful program. I really love this school and what it’s done for me.”

Bill Fonseth “I’m not enrolled at the Corrick Center, but some professors suggested I take a personal development course to enhance my communication skills. By improving my professional skills I’ve developed more credibility and therefore will be more effective working with my peers and my future students. I like that faculty members try to understand your present skill level, they walk you through the course, and in the end you get to a higher level of achievement.”

Dominick Baker “The Corrick Center has peer tutors for math and writing. I’m much more comfortable with the opportunity to get help all in one place and by students like myself who have experience at the Corrick Center. It makes me feel confident in what I can do.”

Larry Kappel graduated from Moorhead State and is currently employed as chief director of Facilities Engineering and resides in North Pole, Alaska. Larry credits the Corrick Center faculty and staff for helping him reach his career goals.

Joy Kipp graduated from Moorhead State in 1993 with a social work degree. She is the state director, and Fargo program director, for the Entrepreneurship for Single Parents and Minorities, a program recently expanded to eight other North Dakota communities. The program helps low income people become financially sufficient by becoming entrepreneurs. Joy says that if not for the Corrick Center, it would have been difficult to start college as an older than average student.

Sandra Oian Thomas performed in Fargo-Moorhead Community Theater while in the area. She now works in Minneapolis, Minnesota in commercials, stage work, writing, and directing. Her original play, "Grizzly Bear and His Red Nation", has been produced by a Twin Cities company. She also had a small part as a neighborhood mom in Arnold Schwarzenegger's film "Jingle All the Way."

Stan Brown was thirty years old, had a GED Diploma and worked full time as a bus driver when he began his career at the Corrick Center. He graduated in 1990 with a B.S.W. in Social Work and is now a corrections agent/ISP coordinator with Tri-County Community Corrections System Court Service.

Karen Branden is a former Corrick Center student who went on to earn her master's degree in sociology from North Dakota State University. She now holds a doctorate in Sociology from South Dakota State University. She says the Corrick Center gave her a chance to go to college, and gears people's motivation toward learning and getting a degree. She is currently an Assistant Professor of Sociology at Minnesota State University Moorhead and received the Delmar G. Corrick Spirit and Vision Award in 2002.

Paige Rezac, along with her husband, runs Fresh Squeezed Design of Fargo. Their theme and graphics were chosen for the 1995 St. Paul Winter Carnival theme, "On with the Snow." They are among 120 nationwide companies whose work will be published in "Fresh Ideas in Letterhead and Business Card Design 2."

Marcia Neisius started at the Corrick Center and graduated with a B.S. in Mass Communications: Public Relations/Writing. She is a technical writer for Great Plains Software in Fargo.

Tom Krile opened Krile Associates, a counseling business in Fargo that works with small businesses. Tom graduated from Moorhead State with a degree in Finance.

Doug Snare, a 1995 graduate, teaches construction technology at Fargo North High School. In 1997 he was named the first recipient of the Delmar G. Corrick Spirit and Vision Award. This award honors Doug as a former Corrick Center student who exemplifies the spirit of Corrick, former director of and teacher at the Corrick Center for over twenty years.

Tim Storsvedt, a 1994 magna cum laude MSUM graduate who completed his Doctoral Studies at NDSU, was named the recipient of the Delmar G. Corrick Spirit and Vision Award in 1998. He was hired to teach in the physics department at Moorhead State in the fall of 1998.

Judy Anderson began at the Corrick Center in 1983. She graduated from Moorhead State in 1991 with a sociology degree, and went on to earn her master's in sociology from North Dakota State University, graduating in 1996. She is now an advocate for battered women, and the new director of Community Against Domestic Violence Abuse (CADA) in Mankato, Minnesota. She received the Delmar G. Corrick Spirit and Vision Award for 1998-99.

Rosa Trevino began at the Corrick Center and went on to graduate in May of 1997 with a 4.0 GPA and a degree in elementary education and English as a Second Language. She was a member of Phi Kappa Phi, an interdisciplinary honor society for people in the top 1% of their class.

Marie Lucero graduated in May of 1998 as an English and Mass Communications major/Business minor. She was a member of the Write Site tutoring staff. The Write Site helps students with writing college level papers.

Eileen York was initiated into Alpha Lambda Delta honor society (open to all freshmen with grade point average of 3.5 and above.)

Michelle Azure has overcome many obstacles. A teenage mother, and widow at the age of 25, Michelle attends Moorhead State through the help of scholarships and a paid internship through Minority Exposure to Corporate American Program funded by 3M Corporation.

Admission to the Corrick Center

High school graduation or the GED and the following qualifications are necessary for automatic admission to Minnesota State University Moorhead:

1. Achieve the following score(s) on any one of the standardized college admissions tests: (ACT is preferred)
 - ACT Composite Score of 21 or above
 - SAT Verbal and Math Combined Score of 1000 or above.

OR

2. High school rank in the upper one-half of the graduating class, with a minimum of 17 on the ACT or 830 on the SAT.

Freshmen who do not meet the automatic admission requirements for class rank or test score, but who demonstrate the potential to succeed, may be considered for admission to the Corrick Center for General Education. Applications will be considered when the admission file is complete.

The Admissions Office will review all materials and determine admission to the Corrick Center. A variety of criteria are considered, including student talent, accomplishments, interests, and level of motivation. Enrollment in the Corrick Center is open to both traditional and non-traditional students, but it limited numerically. Admission to the Corrick Center is available beginning fall or spring semester, but is not available during the summer session.

Students who have completed a GED (General Educational Development) must have their test scores and a copy of their certificate forwarded to the Admissions Office by the test center. An ACT or SAT is required for students enrolling within four years of GED completion.

Dragon Days Advising

Incoming students will participate in late spring or summer in Dragon Days, an orientation program designed to acquaint them with the services and procedures of the University and the Corrick Center. At Dragon Days, incoming students to the Corrick Center will register for CCGE 109 Multiculturalism and Critical Thinking in Higher Education which will serve as the Dragon Core Foundation 2P Multicultural Thinking course. The instructor for the section of CCGE 109 that students select will become their advisor and will assist them in understanding diversity, honing their critical thinking skills, as well as orienting them to the campus community and through the Academic Service Learning component in the Fargo/Moorhead community as well. In addition this course will assist you in refining your study skills and in the planning your course of study.

Grading Policy

The professors at the Corrick Center use a variable credit, mastery learning, outcome-based grading policy. In Corrick Center for General Education courses students earn credits according to how well they have mastered the course objectives. If they meet all of the course objectives, they earn a P (pass) for the total credits in the course. If they satisfy only part of the objectives, they earn only part of the credits. If they satisfy none of the objectives they earn no credit, or an NC. For example, let's assume a student enrolls in a 3- credit course. For each credit there are specific objectives to be achieved. If the student completes all the objectives, she or he earns three credits of P. If the student completes the requirements for only two credits, he or she will be awarded two credits of P. Sometimes students have the option of arranging with the professor to continue to work on the course objectives and to earn the remaining credit in a subsequent semester. However, satisfactory progress for both academics and financial aid is jeopardized when full credit is not earned. If a student receives no credit for the course they will have to re-register for the class.

The results of this system are that students need not worry about creating a negative record of D's and F's. If students earn no credits in a course, they will receive a grade of NC on their permanent record. Their transcripts will list the number of credits attempted, but will show 0 credits earned for that course. An NC grade has no effect on grade point average, but can have financial aid ramifications. Normally, this system creates a positive record of achievement.

We have discovered that by taking the competition out of grading, students develop better relationships. You are not penalized for helping one another. Cooperation is encouraged. You also will find that you are really able to enjoy each other's successes because one student's success does not mean failure for someone else. Further, your classmates become partners in learning. The final benefit is that you know what is expected of you. There is no such thing as doing a half-hearted job of meeting the course objectives and passing with a C. Corrick Center courses are designed as serious and attainable educational experiences, and the energies of the faculty are committed to assisting every student to earn every credit for which he or she is enrolled.

What Is A GPA and How Is It Computed

Courses taken in other departments of MSUM are graded in the traditional way. GPA (grade point average) is based on those grades. With rare exceptions, all colleges have a system for computing grade point averages because they are concerned with accurate measurement of student progress. Colleges do not award degrees to students who do less than "average" work. MSUM is no exception.

At Minnesota State University Moorhead, "average" means achieving a 2.0 average throughout one's college career. These are the steps in the process of figuring your GPA for courses taken in other departments.

1. Identify every course taken on an A-F basis.
2. For each credit of A, 4 grade points are awarded. Thus, an A in a 3-credit class earns 12 grade points.
3. Every credit of B earns 3 grade points. (A 3-credit B earns 9 grade points.)
4. Every credit of C earns 2 grade points; for every credit of D, 1 grade point; for every credit of F, 0 grade points.
5. Add all grade points.
6. Add all A-F GRADED credits.
7. Divide your total number of grade points by the total number of A-F graded credits.
8. If your answer is 2.0 or higher (a C average), you are in good standing. If your answer is less than 2.0, you cannot graduate until the average is raised to a 2.0. You are "on probation" until your GPA is 2.0 or better. A 2.0 must also be achieved in all MSUM courses applied to a student's Liberal Studies program.

The GPA does not apply to courses graded on a P/NC credit basis. However, courses graded on an P/NC credit basis as well as courses that are computed in your GPA are both considered when computing your percentage earned in order to maintain satisfactory progress. Refer to the MSUM catalog for further explanation of grades, grade points, incomplete credits, and what is and is not included in computing your GPA.

Steps in Continuing Registration and Withdrawing

During the month prior to the end of every semester at Minnesota State University Moorhead, students meet with their advisors and pre-register for classes for the next semester. By pre-registering students are more likely to get into the classes they really want or need. Those who register later have difficulty because classes may have filled already. If continuing students miss their pre-registration window, they can register by the Web Registration System, eservices, up to the first day or two of classes.

Registering

Working closely with your Corrick Center advisor is strongly encouraged. There are several steps to complete in order to be correctly registered.

1. Check the schedule online for classes. Consult the Dragon Core brochure to know the requirements to fulfill. Use the MSUM Bulletin for prerequisites to and descriptions of courses in the Corrick Center and other departments
2. Develop a tentative Class Schedule for the semester.
3. Make an appointment with your faculty advisor and take your tentative schedule with you.
4. With your advisor, discuss your schedule and course of study and agree on a final set of classes. Then, your advisor will give you your Advisor Access Code. You will need to use your Dragon ID and Advisors Access Code to complete your Web registration. You also need your PIN. If you have forgotten your PIN, call the Records Office at 477-2565.
5. If your academic status is Academic Affairs subject-to-suspension, you will not be able to pre-register unless you are doing satisfactory work in the classes in which you are currently enrolled. You must obtain a clearance from Janet Haak Aarness in Academic Affairs before you can pre-register. Pick up the form to verify your grades from the Academic Affairs Office in Owens Hall 206. Fill out the form and take it to each of your instructors for their signature verifying that you are doing satisfactory work in your CCGE classes, or C or better in all of your graded classes. Return the completed form to Janet Haak Aarness, who will then determine if you will be allowed to pre-register.
6. Your pre-registration window (your time to register) is published in the MSUM schedule each semester and is based on the number of credits earned prior to the current semester and in some cases also the last two digits of your social security number. You may register any time later but not earlier than your registration window indicates. See the class schedule for your appropriate

time. Some classes fill up quickly, so it is a good idea to check the enrollment in the courses you have selected the day before your registration window to determine if you need to change your proposed schedule.

Withdrawing

Consult your academic advisor regarding decisions to withdraw from a class or classes. Your academic advisor will be able to assist you with the process and will discuss with you the consequences of withdrawing. People do make mistakes in registering for college classes and are occasionally confronted by circumstances that make it impossible to continue in certain classes. For these reasons the university has a withdrawal procedure.

During the free drop-add days (the first five days of the semester), if you withdraw from a class and do not add another, you are eligible for a tuition reduction or refund. After this time, no adjustments in tuition are made. During the first seven days of classes in any semester, you may withdraw from a class without any academic penalty. There will be no record of your ever having begun that class.

Courses dropped after the fifth day of a semester or fifth day of a summer session will be recorded as a “W” on your permanent record and will be treated as attempted but unearned credits, affecting the percentage of credit you earned. Moreover, there will be no refund or reduction of tuition. Note that any drop/add becomes effective only when completely processed by the Records Office. **Withdrawing from a course beyond the fifth day of classes will affect your financial aid eligibility and will affect academic progress.**

Finally, financial aid regulations require that you make substantial progress toward a degree each semester. These regulations require that you complete 67 percent of the cumulative credits you are signed up for after the seventh day.

There is always a deadline after which you cannot withdraw from a class. Be sure to check your calendar of important dates. You cannot withdraw from a class after the eleventh week (55th class day).

Repeated Courses

Students who repeat a course may receive financial assistance more than once for enrollment in the same course. When a course is repeated, each enrollment is included in calculating the percentage of successfully completed credits at the end of the academic year, and the total number of attempted credits is used to determine length of eligibility. For example, a student enrolls for a 3-credit course, fails it and the following semester re-enrolls in the same course and earns a C. That student would be considered as having been enrolled in 6 credits, but successfully completing only 3 credits. Repeat courses (those registered for twice) are only calculated once in determining GPA or total credits earned. Refer to the Bulletin for complete University policy regarding course repetition.

Withdrawing from College

If you find it necessary to discontinue college completely during the semester, be sure to complete an official withdrawal from college form. That will leave your record clear if you ever decide to re-enter college. To officially withdraw from college (all of your classes), contact the Counseling and Personal Growth Center, Bridges Hall, #260, www.mnstate.edu/counsel/ after talking with your advisor. The counselors can assure that all the proper people are notified. If necessary, you can simply telephone the Counseling and Personal Growth Center at 477-2227. Withdrawal from school may affect satisfactory progress, especially if you decide to return to MSUM at a later date.

Again, your advisor is the best source of assistance when you are considering withdrawing from a class or classes or from college.

Re-admission to MSUM

Students who return to MSUM after an absence of one or more semesters (not counting summer) must complete an application for re-admission. This form is available at the Records Office in Owens Hall or on the Records Office web-site www.mnstate.edu/records. Completed applications should be submitted to the Records Office.

Earning Credits in the Corrick Center for General Education

The Corrick Center for General Education places an emphasis on mastery learning, which requires a student to master certain topics or material in order to earn credit in a course. The Corrick Center uses the grading method Pass / No Credit. This grading method has been modified to include variable credit to support the Corrick Center's emphasis on mastery learning. This means that if a student completes the assigned work at the level satisfactory to the instructor of the course, the student will earn a grade of P (Pass). If the student completes the work at an unsatisfactory level, or does not complete the required work, the student will earn a grade of NC (No Credit). The instructor may assign a set of requirements for each credit of a course, thus allowing a student to earn a grade of P for some of the credits in that course, and No Credit for those sets of requirements that were not completed, in which case the reported grade will be "P" with a reduced number of earned credits.

This policy encompassing mastery learning and the earning of partial credit in a course is to help demonstrate learning on the part of the student, and not to excuse a lack of responsibility on the part of that student to complete the assigned requirements of a course. At the discretion of the instructor, students may have the opportunity to earn a passing grade for credits not completed during the semester in which the student was registered for a course.

Students must be aware of faculty availability for help in completing coursework.

1. It is the decision of the faculty member if any makeup work will be allowed.
2. If a faculty member leaves the department, or a course is dropped from the curriculum, makeup work may not be possible.
3. Faculty are not on duty during the summer and during vacations from classes. Therefore, students should realize there may be a time lapse before a plan for makeup work can be made, implemented and graded.
4. Faculty must focus on current classes and students; therefore there may be a time lapse between submission of make-up work and any change in recorded grade.
5. Faculty will endeavor to record the change of grade prior to the end of the semester during which the work was completed.
6. If a student receives NC in a course, the course must be repeated. Students receiving only 1 credit in a math class may be requested to retake the course.

Policy on Student Withdrawal from CCGE Classes

“NC” versus “W” Grade in Corrick Center for General Education Classes

1. Neither the “NC” nor the “W” impacts a student’s GPA
2. Both grades negatively impact a student’s percentage of credits earned, therefore adversely affecting the student’s eligibility for financial aid and placing the student in jeopardy for possible suspension
3. Before withdrawing from a CCGE class, the student should consult the syllabus and the instructor to determine if partial credit in the course may already have been earned.
 - a. If the requirements for one or more credits have been completed in a satisfactory manner, (75%) those credits can be recorded on the student’s permanent record with a grade of “P”.
 - b. Withdrawing from the course will erase any earned credits, and record a grade of “W” in the course.
 - c. Withdrawing from a course ends the course; no possibility exists for earning a grade or credits in that course; the student will receive a grade of W and earn 0 credits.

Policy on Unearned Credits

If a student has demonstrated mastery at a level sufficient to earn partial credit in a course, that student should contact the instructor to determine if it may be possible to repeat the work necessary to demonstrate full mastery of the course material. The make-up plan may include attending all or part of a course, or working independently, as determined by the faculty member. When all required work is completed, a change of course grade form will be filed with the records office.

Repeating a CCGE class *without* repeated registration.

With the permission of instructor, a student may attend all or part of a course without reregistering under the following conditions:

1. the student was previously registered for the course and did not withdraw
2. the instructor of the course agrees to accept the student into the class
3. there were extenuating circumstances for earning only partial credit during the semester in which the student was previously registered.
4. the student agrees to do all of the work required by the instructor of the repeated course in order to redeem the unearned credits
5. the student and academic advisor discuss and determine an appropriate credit load for that semester, in order to allow the student sufficient time to complete the make-up requirements without negatively impacting the student's current courses

Repeating a CCGE class *with* repeated registration.

Students should reregister and formally repeat CCGE classes under the following conditions:

1. the student was previously registered for the course *and withdrew*;
-or-
2. the instructor of the course determines re-registration is the appropriate course of action
-or-
3. the student earned a grade of NC and 0 credits during the term of original registration
-or-
4. the student determines after consultation with the academic advisor and the financial aid office that it is necessary to register for the course in order to meet the required credit load for the semester while allowing sufficient time to devote to make-up work

Planning a Program of Study

Each Corrick Center student has an advisor who works with the student in developing an individualized program of study. This important relationship provides the means for realistic planning, based on monitoring and evaluating the student's progress. In almost all cases, the person who teaches your CCGE: MCCT class is your advisor. This student/advisor relationship is a vital dynamic of the Corrick Center program.

Credit Load

What might be an appropriate credit load for one student may be inappropriate for another student. Factors to consider include: your previous academic record and experiences, your work schedule, your participation in athletic programs, your other time commitments, and your eligibility requirements for financial aid. Most Corrick Center students average 12-16 credits per semester.

The Signature General Education at Minnesota State University Moorhead and the Corrick Center “Dragon Core”

The General Education Signature Program of Minnesota State University Moorhead, Dragon Core is designed to provide a broad base of knowledge and cultural themes derived from the diversity and universality of human experience. Through this requirement, students gain exposure to basic thought and interpretation provided by various disciplines so as to enhance the quality of their participation in and understanding of the world around them. Dragon Core courses involve more than a knowledge base alone by seeking integration and synthesis of knowledge and ideas. Courses which focus on the application of knowledge for career development should be reserved for the major, minor and/or elective programs. Finally, the Dragon Core should provide a basis for lifelong learning. All students should have a copy of the Dragon Core brochure. Students must complete all Dragon Core requirements in effect at the time of admission.

Dragon Core Requirements

Dragon Core is a minimum of 14 courses (42 credits minimum) built around 11 competency areas (1A-10), plus one additional competency area – Information Literacy that is embedded in the curriculum and satisfied at the completion of the Dragon Core program

Dragon Core is comprised of three Clusters – Inner, Middle, and Outer:

The Inner Cluster -- 4-8 courses at the 100-level. The Inner Cluster consists of two parts:

- The Foundation Four -- four courses students take to satisfy DC 1A-3. See approved options for Written Communication (DC 1B) or Mathematics (DC 3).
- Up to four introductory elective courses from DC 3-7.

The Middle Cluster -- 3-7 courses from DC 3-7. Students choose from 100-, 200-, or 300-level courses.

The Outer Cluster – 1 course in each area from DC 8-10. Students choose from 300- or 400- level courses.

How to complete the Dragon Core

1. Select one course in each competency area DC 1A-10, for a total of 11 courses.
2. Select three additional courses from DC 3-7, with no more than two courses in any one Dragon Core competency area.
3. At least three courses from DC 3-7 must be Middle Cluster courses.
4. One course must include a Science Lab experience from DC4-Natural Sciences. This course may be completed in the Inner or Middle Cluster.
5. You may take Inner Cluster and Middle Cluster courses simultaneously, provided you meet the Middle Cluster course requirements.
 - Middle Cluster courses require that particular Foundation Four course(s) be completed.
 - Middle Cluster courses may also require students to have completed one course in a designated DC 3-7 competency area.
6. You may apply no more than one Dragon Core course from your major rubric (e.g. biology majors – BIOL) in each of the Inner, Middle, and Outer Cluster.
7. To enroll in an Outer Cluster course, you must have completed the Foundation Four and two Middle Cluster courses in two different areas from DC 3-7.
8. You must complete the Writing-Intensive (W) requirements.

Additional Information:

- Only courses approved for Dragon Core credit may be counted toward completion of the 42 minimum credits required. Approved courses are marked by the Dragon Core competency area to which they belong and for DC 3-7 whether the course is an Inner Cluster “I” or Middle Cluster “M” offering (1A, 1B, 2, 3, 3I, 3M, 4I, 4M, 5I, 5M, 6I, 6M, 7I, 7M, 8, 9, 10) in each semester’s course schedule.
- Courses taken for Pass/No Credit grades may not be applied to Dragon Core. CCGE courses taken by Corrick Center students are an exception to the policy. Such courses are only graded Pass/No Credit.
- In addition to the graduation requirement of a GPA of 2.0 in all MSUM courses, an overall cumulative 2.0 GPA is required in Dragon Core. Certain degree programs may require higher Dragon Core GPAs. Check with the department for more information.

Registration Hold: Potential for Suspension

Academic probation holds are placed after the grading period at the end of each semester. After any end-of-semester grading period in which a student's cumulative GPA *or* percent completion falls below the requirements, that student is placed on Academic Probation.

Students go off of academic probation only when their cumulative GPA *and* percent completion are raised enough to meet or exceed the minimum standards.

When a student is on academic probation there are two consequences:

- If a student on academic probation does not meet the minimum semester requirements for GPA and percent completion, that student will be suspended. **Semester requirements for students on probation are to earn a 2.0 minimum GPA, and to earn at least 66.66% of the credits being attempted during the semester.**
- Students on academic probation cannot pre-register for the next semester's classes. Overrides to allow pre-registration can be obtained by meeting certain conditions. Probationary students are notified of these conditions by letter and mass e-mail.

Students are responsible for checking on their academic and hold status each semester. Students who are placed on academic probation and suspension are notified by letter from the Office of Academic Affairs. Students are responsible for keeping their local and permanent addresses updated in their computerized records.

Academic Probation Procedure

Students are put on probation each semester that their cumulative GPA *or* percent completion remains or falls below the required standards. Probation holds are placed at the end of each semester after the grading period.

At the end of each semester, final grades are recorded. **Semester requirements for students on probation are to earn a 2.0 minimum GPA, and to earn at least 66.66% of the credits being attempted during the semester.** Students on academic

probation who did not fulfill the requirements are suspended, and registration holds are released for probationary students who did fulfill the requirements.

Students on probation who successfully completed their semester requirements but still have cumulative totals below the overall minimums remain on probation. Students whose cumulative totals go above the minimums are removed from probation. Students can be on academic probation more than one semester, because it often requires more than one semester to raise the cumulative GPA/percent completion to the necessary level.

If a probationary student's cumulative GPA or percent completion is raised above the minimums during a semester due to a grade change, withdrawal, etc., that student should contact the office of Academic Affairs to check on their status. Probationary status is checked by the University only after the end-of semester grading periods, so students must notify Academic Affairs of changes occurring at other times.

Students on probation must earn a 2.0 for the current semester in order to remain at the University. Students on probation who do not earn a 2.0 in the current semester will be suspended. Students suspended for the first time may not return to MSUM for one semester (not including summer term). Second suspensions last one calendar year. Third and subsequent suspensions last for two calendar years.

*Because Corrick Center (MDS) courses yield credits but no grade points, Corrick Center students are not placed on academic probation until after they have completed 12 graded (non-Corrick Center) credits. Prior to completing these 12 graded credits, Corrick Center students are required to complete 75% of their non-graded credits, and have a 2.0 in graded courses. Corrick Center students who fail to meet this standard will be placed on probation through the Corrick Center, and will be notified of their status by letter from the Chair of the Corrick Center. A complete explanation of satisfactory academic progress rules for Corrick Center students is available in the **Corrick Center for General Education Student Handbook**.

Student Conduct Policy

One of the expectations of university students is that they behave in a socially acceptable manner that does not infringe upon the rights of others. The individual faculty member will deal with disruptive, antisocial behavior in the classroom as he or she deems appropriate. Disruptive, antisocial behavior in the lounge, study area, classroom or other areas of the Corrick Center will be dealt with in the following manner: the student will confer with a committee composed of a Corrick Center faculty member and two students from the Student Activities Committee. If the problem cannot be resolved by the Committee, the student will be referred to the University Student Conduct Committee. See the **MSUM Student Policy Handbook** for further details. www.mnstate.edu/sss/

Taking Courses Outside The Corrick Center

All Corrick Center students will need to enroll in courses offered by other academic departments during the time they are enrolled in the Corrick Center. This practice exists for two reasons: first, the Corrick Center is too small to offer all the courses students will need to complete their

programs; and second, taking courses outside the Corrick Center encourages students to acquaint themselves with other academic departments in order to have a wider variety of educational experiences.

Corrick Center students are encouraged to:

- take all their courses in the Corrick Center during their first semester
- take one or more courses in other academic departments during their second semester.

Transferring from the Corrick Center to Another Academic Department

There is no set time when a student must transfer to another academic department, but most students are expected and encouraged to transfer by the time they complete 60 credits. To transfer from the Corrick Center to another academic department, students must: 1) meet the qualifications; and 2) complete the steps outlined below. (See Sample "Transfer Form" at back of this handbook)

Qualifications

- Earn 75% of all attempted credits.
- Complete four courses in the Corrick Center, including CCGE 109
- Complete six Dragon Core Courses
- Complete two Dragon Core courses in departments other than CCGE
- Complete Liberal Studies with a GPA of 2.0 or higher.
- Complete a beginning course for the major in the academic department to which you plan to transfer with a grade of "C" or better.
- Maintain an overall GPA of 2.0 or higher.

Once these qualifications have been met, the following steps must be completed to ensure transfer to another academic department:

1. pick up the Corrick Center Transfer Form from your academic advisor or from the Corrick Center Office;
2. work closely with your academic advisor to fill out the Transfer Form according to the guidelines outlined on the form;
3. after all appropriate signatures have been obtained, return the Transfer Form to your advisor who will forward it to the appropriate persons. Your new advisor will get a

copy of your new transcript the following semester, reflecting Dragon Core course distribution and CCGE classes. (rev. 8-1)

Succeeding in College

You are starting an educational experience, which is likely to be different in many respects from those you have had so far. This should not come as a great surprise, but in order to ease the adjustment we have compiled this list of facts and tips about the academic side of college life, particularly at the Corrick Center.

Homework

Plan to be assigned a lot of it! College credits are figured nationally and locally on pretty much the same basis. College professors expect you to spend at least two hours studying for each hour you spend in class. This means that if you are carrying 15 semester credits, you will spend about 15 hours each week in class and will need to typically spend a minimum of 30 hours outside of class each week studying.

There will be many times when the hours required outside of class will be more than that, and occasionally some classes will require less. The time you personally need to spend will be determined by three things: your background in the subject, how efficiently you read, and how effectively you study.

The implications of the time required for students who hold full time or part-time jobs are important. Before you commit yourself to a full load of college credits, sit down and look at your time situation. Which hours will you be working? Which hours will you be in class? Can you easily identify a minimum two hours of study time each week for each hour you will be in class? (Don't deceive yourself about your time. If you like to go out with your friends on Friday and Saturday nights, don't kid yourself into thinking you will pass up those opportunities in order to study.) Remember there are only 168 hours in a week!

If you cannot easily identify two hours outside of class each week for every hour in class, you should plan to reduce your credit load. For good measure, it is smart to identify about five extra hours each week that you can devote to special projects.

Class Attendance

Class attendance is a must. Some instructors require attendance and take roll; others rely on their tests to reveal who has been absent. Regardless of the attendance policy, you are always responsible for knowing what was discussed in class and what the assignment is for the next class. Don't count on someone else to tell you. If you must miss class, arrange to get notes and handouts from someone else. If you ask this favor of others, you must be prepared to

do the same for them. Because each professor's attendance policy may be different, you should always know what the policy is for each professor. Some professors outline their attendance policy in their course outline or syllabus; others don't. If you're unsure what the policy is, by all means ask your professor.

Remember: even if you have a valid excuse for missing class, you are never excused from the work or material presented in class. Credit can never be awarded for work not successfully completed.

Whether you attend class is up to you, but you will never be able to use absence as an excuse for not knowing about something. Whatever you miss is your responsibility, not the professor's. If you must miss and know it, speak with the professor before your absence to arrange make-up work. Never, ever, after missing a class, say to the instructor, "Did you do anything important in class?"

Peer Advisor Program

The Peer Advisor Program supplements the faculty advising program. About 40 upper-division students, nominated by their departments, are appointed to assist students, particularly freshmen, to take advantage of all the opportunities at Minnesota State University Moorhead. Student advisors work through their departments and also sponsor a Student Information Center located at 154 Flora Frick Hall. Corrick Center Student Peer Advisors will post hours around the Corrick Center building to let you know when and where they will be available at the Corrick Center. Please get to know your peer advisors--you'll be glad you did. They can be valuable resources to you.

Faculty Profiles

The term "multidisciplinary" describes both the curriculum and the faculty at the Corrick Center for General Education. The Corrick Center for General Education is an academic program in the administrative offices of Academic Affairs. The faculty receives appointment, rank, and tenure within the department. The ten faculty members, all of whom hold terminal degrees, have trained in various disciplines, making them a truly "multidisciplinary" department. With varied personal and professional backgrounds, they bring a wide range of knowledge and experience to their work with students.

Seeking better ways to promote active learning among its students and to maintain innovative approaches to teaching, the Center faculty engages in statewide and on-campus faculty development projects. A look at the faculty's involvement in research and creative activity, professional development, contribution to student development, and community service reveals an active and productive faculty. However, faculty commitment to students and teaching remains the highest priority. The faculty is dedicated to achieving the program's goal and mission, and to making the Center for General Education work for its students.

Beyond the classroom, the Center faculty is active in all aspects of campus governance, serving on search committees, master's candidates committees, and the various IFO and University standing committees and task forces. Outside MSUM, the faculty serves on numerous community, state and national boards.

The following profiles are designed to offer a brief portrait of each member of the faculty.

Tim Decker, Assistant Professor

Tim Decker received his M.A. and Ph.D. in English, both from the University of Delaware. His major interests include drama of the English Restoration (1660-1700) and Composition Theory. Other interests include Renaissance Literature and Gothic fiction. His teaching has focused primarily on Composition, British Literature, and Business/Technical Writing. His articles on the Restoration playwrights William Wycherley and Nathaniel Lee will appear in the forthcoming Oxford Encyclopedia of British Literature.

Yahya Frederickson, Associate Professor

Yahya Frederickson received a B.A. in the Individual and Society (an individualized social sciences- and humanities-based major) from Minnesota State University Moorhead in 1985, an M.F.A. in Creative Writing (Poetry) from the University of Montana in 1989, and completed his Ph.D. in English from the University of North Dakota in December 1999. Dr. Frederickson spent much of the decade between graduate degrees in the Middle Eastern country of Yemen, where he taught English as a Foreign Language, composition, and poetry as a Peace Corps Volunteer and later as an independently-contracted instructor. His areas of specialization include poetry, Middle Eastern literature, cross-cultural contact literature, and Henry David Thoreau. His doctoral dissertation is a collection of poems entitled *The Palm Maze*, which is based on his travels and experiences in Yemen, Ethiopia, and Tunisia. Dr. Frederickson's poems and book reviews have been published in national literary journals.

Rebecca Gardner

Originally from St. Louis Park, MN, Rebecca Gardner earned her Master of Arts degree in English from the University of North Dakota, where she is also completing her PhD. She is an alumna of MSUM, where she earned her Bachelor of Arts degree in psychology. Rebecca taught most recently at the University of North Dakota, and previously taught at Sitting Bull College in Fort Yates, ND.

In addition, Rebecca team-taught one term at Smith College, in a program for two-year college students who were considering a four-year college degree. Rebecca also worked for eight years in TRIO, which developed out of Lyndon B. Johnson's War on Poverty initiative from the 1960's. As a first generation college graduate herself, Rebecca enjoys helping others achieve their educational goals. Rebecca's research interests include the tension in writing assessment between reliability, validity and the complexity of writing. She is also exploring informal logic and argument theory as they relate to rhetoric. When she is not reading, writing, or driving on I-29 between Grand Forks and Fargo, Rebecca enjoys camping, cooking, and spending time with family and friends.

Jarilyn Gess, Professor

Dr. Gess received a B.S. from North Dakota State University with a double major in Children Development/Family Science and Sociology and a minor in Gerontology. She received a M.S. in Sociology and a M.ED. in Counseling Education both from NDSU. In the spring of 1999 she received her doctorate from the University of North Dakota in the area of Higher Education. Dr. Gess was a counselor at Moorhead's New Directions, a regional agency serving displaced homemakers and was employed by the University of Minnesota School of Social Work as the onsite director at MSU for the Master of Social Work Distance Learning option. Her areas of interest include: marriage and the family; issues related to loss, death and dying; issues in crisis and abuse as well as interpersonal communication. Dr. Gess was awarded the YWCA Woman of the Year Award in Business in 1994, the Friend of the YWCA award in 1997 and continues to do workshops for the YWCA Jobs Plus Program at the YWCA Shelter focusing on self-esteem issues. Dr. Gess also did workshops for Hospice of the Red River Valley, has provided training for Hotline volunteers, and has been a past presenter for the Expanding Your Horizons program at NDSU. She has served on the Graduate Studies Committee at Minnesota State University Moorhead, was a member of the YWCA Jobs Plus Advisory Committee and a volunteer for HRRV. Dr. Gess served as Chair of CELFFE in 2003 and Associate Dean in 2003-2004 and 2004-2005 and was Director of CCGE in 2007-2008 when Dr. Jacobs was on sabbatical. She also received the 2001 Academic Affairs Excellence Teaching Award, 2003 CASE nominee for Professor of the Year Award and 2004 Outstanding Advisor Award.

Dennis Jacobs, Professor and Director of the Corrick Center

Dr. Jacobs received a B.S. in aeronautical engineering from the University of Minnesota in 1966, an M.S. in physics education from Moorhead State in 1972 and received his Ed. D. from the University of North Dakota in 1991. He taught in area high-schools before coming to MSUM and served in the Peace Corps in Malaysia. In 1997 Dr. Jacobs returned to Malaysia to teach in a local university. He was able to travel throughout Southeast Asia and compare it with the Asia of thirty years ago. His research interests include energy and environmental education, wind energy conversion systems, cognitive models of learning and applied problem solving. He has recently started a company manufacturing electronic and alternative energy equipment. Dr. Jacobs served as a member of MSUM's task force seeking to improve science education in regional schools.

Margaret Klindworth, Assistant Professor

Dr. Klindworth, received a B.A., B.S., M.S., and Ph.D. from North Dakota State University. She has done research with the Cereal Crops Research Unit at the Northern Crop Science Laboratory, NDSU, where her research has focused on the genetics and cytogenetics of wheat. She has published in Crop Science, and has presented her research at annual Crop Science Society of America meetings. She has presented workshops for the "Expanding Your Horizons" program, and has served as a judge for the North Dakota State Science and Engineering Fair.

Carol Okigbo, Assistant Professor

Carol Okigbo received a B.SC in mathematics education from the University of Nigeria Nsukka in 1989, and an M.ED from the University of Lagos in curriculum studies and mathematics education. She also holds an M.A in Communication from Daystar University, Nairobi, Kenya, and received an M.S in Applied Statistics from the North Dakota State University in December 2002. Carol is presently completing her Ph.D in mathematics education from the University of Nigeria Nsukka. Her doctoral research is on mathematical problem solving. She has taught mathematics and/or statistics in Nigeria, Kenya, and the United States of America. She has also taught mathematics at primary, secondary, and tertiary levels. She has consulting experience in providing in-service training for high school and middle school Nigerian mathematics teachers. She was community organizer at the Center for New Americans where she provided training for refugee communities. She now consults for the Refugee and Immigrant Women Network. She was consultant research analyst in plant pathology of NDSU. She had conducted research on communication for behavior change as it applies to HIV/AIDS prevention and control, and has published scholarly articles in that area as well as media studies and education.

Elizabeth Rowse, Associate Professor

Dr. Rowse received her B.A. and M.A. in English from the University of South Dakota and her Ph.D. in English from the University of Kansas. Her main research interest is in Medieval Literature, particularly Old English poetry. Other interests include Composition and Rhetorical Theory, History of the English Language, and Western American Literature. She has presented at the Conference on College Composition and Communication and the Western Literature Association conference.

Kevin Zepper, Assistant Professor

Mr. Zepper graduated from Moorhead State University with a Master of Fine Arts in Creative Writing. His creative thesis, *Dirt Never Hurt*, is a mixed genre collection with a strong pop culture theme. During the 2000-2001 academic year at MSUM, Mr. Zepper was nominated for "Distinguished Faculty Member of the Year." He has participated in local poetry slams and publishes his poetry in small press magazines around the world. Mr. Zepper was a Corrick Center student in the early 1980's.

Murray Commons

Murray Commons was built about 1970 to be used as a second food service building for students living on campus. Due to changing enrollment, it was never used for that purpose. It currently serves as the home for the Corrick Center for General Education and the Nursing Department.

Corrick Center main office

The Corrick Center Office is open Monday through Friday from 8 am to 4:30 PM. An administrative assistant and several student assistants staff it.

Faculty offices

Faculty office assignments are posted throughout the building. Office hours for faculty can be found on the board outside the Corrick Center main office, and on individual faculty office doors.

Classrooms

The Corrick Center has 4 classrooms in addition to the computer lab. Room 107 is in the Southeast corner of the lower level. Rooms 204 and 206 are in the center hallway of the main floor in the center of the building. Rooms 223S and 223N are on the South and North sides of the large study area on the main floor. Room 221 is off the center hallway of the main floor in the center of the building. Room 225 is on the south side of the building next to room 223S.

Computer lab

Our computer lab has 15 windows computers networked with a laser printer. All of these computers have Microsoft Office and Netscape for Internet and e-mail use. This lab is open for use when the building is open. Problems with the equipment in this room should be reported to Dr. Klindworth, or to the main office. If you forgot your disk in this room, check at the Corrick Center Office.

Math Lab

Our math lab is located on the lower level in the North hallway. There are tutors scheduled from 9-6 Monday through Friday.

Kitchen and lounge area

The kitchen area is open to all students and staff. There is a microwave available for use in this area. This area is “self-cleaning”, so please clean up any mess you have made.

Study areas

Two study areas are available for quiet study and group work. On the main floor, the large open area 223M has tables and chairs, and a small lounge seating area. A dictionary is located in this study area. On the lower level, a small study area is located in the North hallway between the restrooms.

Restrooms

Restrooms are located in the North hallway of the lower level on either side of the study area across from the exits and in the North hallway of the main level.

Elevator

The elevator is located at the North end of the central hallway on the main floor, or the West hallway of the lower level.

Photocopier

A coin-operated photocopier is available in Murray Commons. The cost is 10 cents per copy. The machine is located in the South end of the central hallway of the main floor.

Telephone

The telephone for student use is located in the North hallway of the main floor. Please be courteous in the use of the phone by limiting your time of use, and by using a quiet voice.

Vending machines

The vending machines are operated by SVS vending, which has its campus office in Murray Commons 102. Two cold beverage machines and one snack machine are located in the west hallway of the lower level. Please report problems with these machines to the Corrick Center office, where a refund can be obtained.

Water fountains

Water fountains are located on the lower level in the East and West hallways. There is also a sink in the kitchen.

Handicap entrances

Entrances with ramps and automatic doors are located on the North side of the building, and on the South side of the building leading from the parking lot into room 223S

L lot Parking

One handicap-parking space is located in lot L on the south side of the building. The remainder of that lot is for Faculty and Staff parking only. Students who park there will be ticketed (with the exception of those legally parking in the handicap space).

Tutors

Student tutors have their hours posted in the study area. Tutors are located at tables in the study area 223M.

Satisfactory Academic Progress Policy Standards for Financial Aid

Federal and State regulations require that all students maintain satisfactory academic progress toward completion of the requirements for a degree or certificate to receive student financial aid. The following standards are specified by the Higher Education Amendments of 1986 (Public Law 99-498, Section 484(c).

Satisfactory Academic Progress Standards, for receipt of student financial aid, apply to all students, including graduate students, whether or not you are currently receiving any student aid. If you are otherwise ineligible for financial aid, the progress standards will not immediately affect you. We will continue to inform you of any unsatisfactory progress in the event that you apply or become eligible for financial aid in the future.

Failure to maintain satisfactory progress results in ineligibility for the following financial aid programs: Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan (formerly NDSL), Work Program, Federal Subsidized and Unsubsidized Stafford Loan Program, Federal PLUS, SELF, Minnesota State Grant, Vocational Rehabilitation, Non-AFDC Childcare and Indian Scholarships. Monitoring of academic standing will be done every semester and satisfactory academic progress review for continued eligibility is done yearly. Students will be advised of their status by letter if they fail to meet the standards.

Minnesota Grant Revisions

Fifteen or more enrolled credits per semester are defined as full-time enrollment for the Minnesota State Grant. Calculation of the Minnesota State Grant will be prorated on a per credit basis for three to fourteen credits. This definition applies only to the Minnesota Grant. For other financial aid programs, full-time enrollment is defined as 12 credits.

For the most up-to-date information about financial aid guidelines and information or for answers to your financial aid questions, always contact:

Financial Aid Office, Owens Hall 107B, 218-477-2251.
www.mnstate.edu/finaid

Some Important Phone Numbers

The Americans with Disabilities Act (ADA) of 1990 has set forth guidelines to improve equal access to individuals with disabilities. Minnesota State University Moorhead and the Corrick Center for General Education is committed to full compliance with this law.

A Telecommunication Device for the Deaf (TDD) phone number is listed below along with the Corrick Center's phone number.

VOICE: 218-477-2954 Corrick Center Office

TDD: 218-477-4000 Information Desk (Owens Hall)

Another requirement of the 1990 ADA is that all written materials used or distributed by the university be made available in an accessible format. This might include taped or brailled versions. Each publication is available in alternative formats upon request. The Corrick Center will work with individuals to see that these needs are met. Please contact the Office of the Coordinator to Students with Disabilities (CMU 112, 477-5859) (www.mnstate.edu/disability) if an alternative format for any university publication is required.