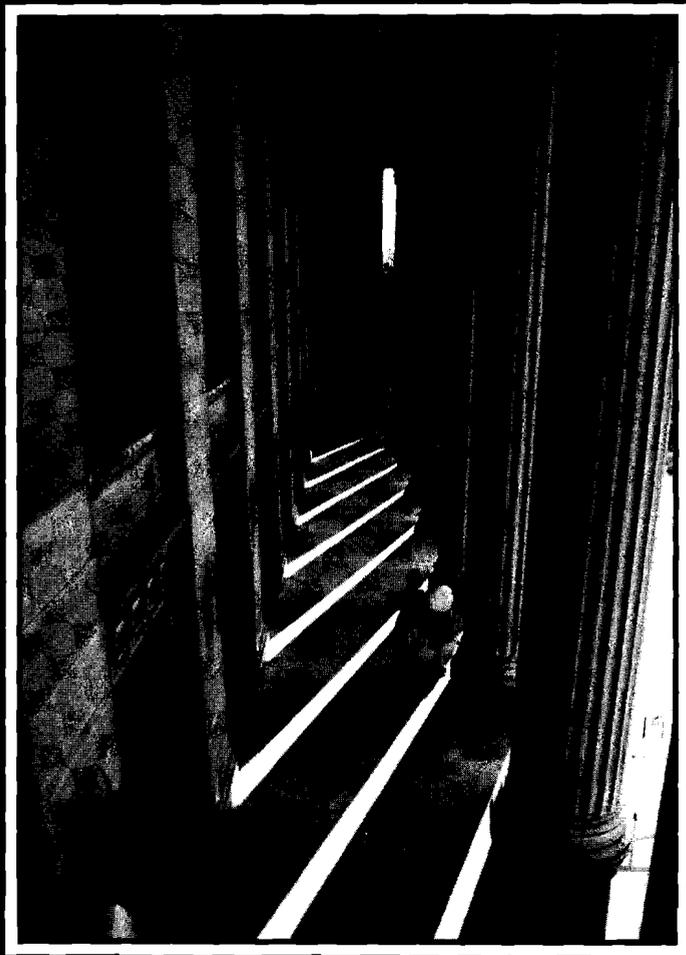


University of Minnesota Bulletin



1984-86

University of Minnesota

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University College

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Above: a University Without Walls student (left) plans her program with advisers

Cover: *Front,* Northrop Auditorium portico
Back, University College students pursue library research

MESSAGE TO STUDENTS

University College (UC) offers you the opportunity to develop an individualized bachelor's degree program drawing upon courses, faculty, and other learning resources from across the University of Minnesota. UC academic advisers will help you develop a program that assembles available learning experiences in ways that will help you meet your specific educational goals.

Like other students who earn bachelor's degrees through University College, you will undertake an educational experience that is highly individualized. You will combine a liberal education with preparation for specific career or academic goals. In short, you will be able to:

- *design a program to meet your own career or academic goals;*
- *draw on faculty and resources from across the University;*
- *incorporate a variety of learning experiences into your program;*
- *gain credit for prior college-level learning; and*
- *work closely with advisers and faculty members in designing and carrying out your program.*

These opportunities require a high level of participation by students in their education and a high degree of responsibility for its shape and direction. University College students are expected to seek out such responsibility as they work with their instructional team of academic advisers and faculty specialists.

If you decide that one of the UC programs could help you reach your educational goals, staff members at each program office can provide you with additional information and assistance. We look forward to hearing from you.

Where to Find Information About UC and the University

This bulletin contains an introduction to University College and descriptions of its programs.

The *General Information Bulletin* contains details on tuition, fees, estimated expenses, and University policies. University courses are listed in the bulletins issued by each college. Most are distributed at the Information Booth in Williamson Hall or may be ordered from Student Support Services, 110 Williamson Hall, University of Minnesota, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/373-2153).

Preadmission advising and assistance are offered for each of the degree programs of University College. For information, contact the appropriate program office:

Inter-College Program, 213 Temporary North of Appleby, University of Minnesota, 122 Pleasant Street S.E., Minneapolis, MN 55455 (612/376-1253).

University Without Walls, 201 Wesbrook Hall, University of Minnesota, 77 Pleasant Street S.E., Minneapolis, MN 55455 (612/373-3919).

Bulletin Use

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

Equal Opportunity

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, or veteran status. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972, by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 38 U.S.C. 2012; by 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 addressed to Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, University of Minnesota, 100 Church Street S.E., Minneapolis, MN 55455 (612/373-7969); to the Director of the Office of Civil Rights, Department of Education, Washington, DC 20202; or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, DC 20210.

Access to Student Educational Records

In accordance with regents policy on access to students records, information about a student generally may not be released to a third party without the student's permission. The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, telephone number, dates of enrollment and enrollment termination, college and class, major, adviser, and degrees earned—is considered public or directory information. To prevent release of such information outside the University while in attendance at the University, a student must notify the records office on his or her campus.

Students are notified annually of their right to review their educational records. The regents policy, including a directory of student records, is available for review at the Information Booth in Williamson Hall, Minneapolis, and at the records offices on other campuses of the University. Questions may be directed to the Office of the Coordinator of Student Support Services, 260e Williamson Hall (612/373-2106).



University Without Walls program director Linda Ellinger (left) and Inter-College Program director Marjorie Cowmeadow

Introduction

For more than 50 years, University College (UC) has sponsored programs that provide flexible avenues to the bachelor of arts and bachelor of science degree for students whose highly individual educational goals cannot be well met through the regular programs of the University. In so doing, University College really serves two groups. It serves students by providing them with educational alternatives. It serves educators by enabling them to develop and test innovative approaches to educating students.

Students

About 500 students actively pursue bachelor's degree programs through University College at any given time. UC serves students whose special needs are not well served through traditional structures, curricula, and services of the University. Its students generally seek interdisciplinary, thematic programs that treat complex social issues and problems. Many are older than the 18- to 22-year-old "traditional" college student; have heavy job, family, or community responsibilities; or have prior college and work experiences that they wish to integrate into a degree program. University College provides opportunities for these students to design and complete faculty-approved, individualized degree programs that meet their academic, career, or personal interests while satisfying the liberal education distribution requirements of the University.

Faculty

University College does not have its own resident faculty. Instead, the college draws faculty members from across the University to guide program policy development, to advise students and approve their individualized degree programs, and to assess student work and student progress toward degree requirements. Each year, more than 300 faculty members are involved in University College programs, making available to students a rich variety of resources and providing the faculty members themselves with opportunities for new forms of participation in the educational process.

Programs

From its founding in 1930 until 1970, UC administered a single program, the Inter-College Program. In 1970, the mission of the college was broadened to provide a home for experimental programs in undergraduate education. Several programs begun as experiments in UC have become permanent programs now housed in other units of the University; one, University Without Walls, has become a permanent degree-granting program within University College.

The programs currently offered by University College include the following:

Inter-College Program (ICP) enables upper division students to develop individually designed intercollegiate or interdisciplinary degree programs. See the ICP section for details.

University Without Walls (UWW) serves the self-directed adult learner who wishes to satisfy liberal education and career goals through an individualized degree program incorporating a variety of learning experiences. See the UWW section for details.

Undergraduate Independent Study, UC 3075, provides an opportunity for students to pursue interdisciplinary projects away from campus. See the Independent Study section for details.



East Bank Mall, facing Walter Library

Inter-College Program

The Inter-College Program (ICP) offers a student-designed, credit-based alternative to traditionally structured degree majors. Since 1930, it has allowed students to design an intercollegiate or interdisciplinary bachelor of arts or bachelor of science degree program suited to their individual objectives and plans. There is no fixed curriculum, and the student may draw upon the curricula of the entire University in selecting courses for a degree program.

Admission

Deadlines

Admission deadline dates vary with the registration calendar of the University of Minnesota. The Inter-College Program has three admission periods (dates are approximate): through May 7 for summer session or fall quarter admission; through November 7 for winter quarter; and through February 7 for spring quarter. Deadlines are set early to allow for a thorough review of each applicant's proposed degree contract.

Criteria

To be considered for admission into the Inter-College Program, you must:

- have a 2.00 grade point average for overall course work and for upper division course work, computed separately,
- complete at least 15 credits from the University of Minnesota,
- complete at least 3 upper division courses (9-credit minimum),
- complete 80 credits of college-level learning,
- present a description of your educational goals, which must be intercollegiate or interdisciplinary in nature, and which may not parallel or duplicate existing degree programs at the University,
- obtain approval of the proposed ICP degree contract from at least two faculty members,
- complete designated prerequisites and/or meet grade point average requirements for areas of study in business, technology, health fields, and General College,
- submit all the necessary application materials to the ICP office by the admission deadline.

Process

Planning an ICP degree program takes time and thought as well as meetings with both program and faculty advisers. Since as an ICP applicant you will be requesting that the University support a program tailored by and for you, you should allow plenty of time for this task. Past performance indicates that students require from three weeks to one quarter for this self-paced preparation process.

Inter-College Program

FIRST STEP MEETINGS

The process of becoming an ICP student is described in detail in small group informational meetings held several times a week. You may schedule an appointment to attend a "first step" meeting by calling the ICP office (612/376-1253) or by going to the ICP office, 213 Temporary North of Appleby, 122 Pleasant Street S.E.

MEETINGS WITH PROGRAM ADVISERS

After attending a first step meeting, you will work individually with an ICP program adviser to develop a degree plan that includes a comprehensive objective statement and a corresponding curricular plan. Approval of your degree program and admission to the Inter-College Program are based on your objective statement and its harmony with your proposed curricular plan.

Objective Statement—This statement is the key to your admission to the Inter-College Program. Your statement need not be lengthy, but it should be complete. It must reflect your personal educational goals and your reasons for choosing them. It should describe:

1. What you want to learn and why.
 - a. First, from a historical perspective, detail your learning goals and experiences until now, including work experience where appropriate. A good starting point is to describe your formal learning experiences, e.g., colleges that you have attended, major programs that you have undertaken, and educational goals that you have or have not attained. Include important factors that have influenced your decision to select the focus or emphasis you have for your ICP degree (e.g., occupational experience, postbaccalaureate plans, career counseling, personal introspection, family discussions).
 - b. Second, explain your future educational goals and directions. Your explanation should mention specific skills, information, or knowledge that you hope to acquire, and your reasons for wanting them. You should also indicate whether you aspire to future academic study or a particular career, or whether you want to know more about a particular discipline.
2. Why ICP is a particularly appropriate way to meet your educational goals.

Curricular Plan—Working with your adviser, you will develop a plan for meeting your degree goals. Your curricular plan will list learning experiences you have already completed as well as those you plan to complete as part of your ICP degree contract. Your plan may incorporate a variety of learning experiences, including course work, independent study projects, and internships.

Specifically, you will be asked to list both the upper division courses (3000- and 5000-level at the University) that you have already completed and the courses that you plan to complete as part of your area of concentration or thematic program. You will also be asked to include related learning experiences, such as foreign study, internships, work experience, and independent study, if appropriate. Course listings should be grouped by college and department.

For more information about program planning, see Degree Program Design, below.

MEETINGS WITH FACULTY ADVISERS

As a prospective ICP student, you will need to meet with at least two faculty members of the University of Minnesota who are knowledgeable in the focus of your program, or one faculty member in each of your areas of concentration. Your faculty adviser will scrutinize your degree objective and curricular plan and will help you refine and finalize your degree plan. Faculty approval of your proposed degree program is required for admission to the Inter-College Program.

Degree Program

Developing Your Degree Plan

An ICP degree program allows a student flexibility in the design and implementation of academic goals. Instead of completing specified departmental major requirements, each student individually proposes a degree contract structured in one of the ways itemized below. Students proposing programs with the same focus or the same concentrations may select entirely different courses and may have widely varying personal objectives. ICP program advisers and faculty advisers support this emphasis on individuality; as a student, you in turn are expected to establish with clarity your unique perspective, background, and objectives.

Degree Program Design

Students may structure their ICP degree programs in one of the following ways:

- A cross-college program with two areas of concentration (e.g., business and history, or public health and French). The credit distribution between the two areas must follow these upper division requirements: B.A.—28,28; B.S.—32,32, and 12 supporting credits.
- A cross-college program with three areas of concentration (e.g. business, speech-communications, and psychology, or public health, family social science, and food science-nutrition). The credit distribution among the three areas must follow these upper division requirements: B.A.—28,20,20; B.S.—32,20,20, and 12 supporting credits.
- A "thematic program" integrating credits from two or more colleges around a narrowly focused theme. An example of a thematic program might be "Youth Health Care," which could include courses from public health, family social science, youth studies, special education, and child development. For the thematic program, minimum upper division credit requirements are: B.A.—56, B.S.—64 and 12 supporting credits.
- In special cases, an individually designed major administered by ICP for a college that does not offer such a major.

Resources for Carrying Out Your Program

Curriculum—As an ICP student you may choose from the curricular offerings of the entire University in completing your education. You may attend either day school or evening classes, or may take correspondence courses. You may incorporate a variety of learning experiences in completing your degree contract: classroom learning, directed studies or research, foreign study, independent study, or an internship or field-based learning experience.

ICP Faculty Advisers—Faculty advisers are available throughout your ICP work both to assist you in completing your proposed plan and to provide advice and approval for later changes in your original contract.

ICP Program Advisers—Program advisers are available to assist you in the development and completion of your degree plan and to assist you with and answer questions about program revisions, independent study options, honors requirements, and completion of graduation requirements.

Previous Work

The Inter-College Program encourages those applicants with post-high-school training in technical or professional fields (e.g., nursing, radiation technology, medical technology, or military training) to seek validation of that training through available mechanisms at the University. University credits may be granted for prior learning, and those credits may be included in the total for the area of concentration (with faculty approval), may be used to

Inter-College Program

satisfy distribution requirements, or may be counted as electives. Prospective students are also encouraged to use other accrediting mechanisms, such as the College Level Examination Program and departmental examinations for specific courses. Information about these validation procedures is available from the ICP staff.

Liberal Education Requirements

To assure balance and breadth of study, an ICP student's degree program must satisfy liberal education requirements in the following areas: (1) communication, (2) group distribution, (3) world and non-dominant culture, and, for the B.A. only, (4) second language.

Specific ICP degree program requirements for both the B.A. and B.S. are outlined below.

1. COMMUNICATION

B.A.

Written Communication: two courses (minimum 8 credits) to include one lower and one upper division course.

Oral Communication: one course (minimum 4 credits) in upper or lower division.

B.S.

Written Communication: same as for B.A.

Oral Communication: same as for B.A.

2. GROUP DISTRIBUTION

Group A: Language, Logic, Mathematics, and the Study of Argument

Definition: Courses that focus on the study of formal languages and symbolic systems and their use in deduction, computation, information processing, and the study of natural language; analysis of argument as used in ordinary discourse and communication; theory, methods, and applications of logic, mathematics, statistics, computer science, linguistics, and rhetoric.

B.A.

Two courses (minimum 8 credits), at least one of which should deal specifically with a formal language or formal symbolic system, e.g., CSci, math, statistics, phil-logic.

Group B: The Physical and Biological Universe

Definition: Courses that focus on the observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena; exploration and methods of scientists concerning earth, space, matter, and life.

B.A.

Four or five courses (minimum 16 credits), one course to include a laboratory. Two of the courses must be chosen from Group B foundation courses. One of the additional courses may be chosen from offerings that address social, economic, or humanistic issues raised by scientific research and/or technological development.

B.S.

Same as for B.A.

B.S.

Four or five courses (minimum 16 credits), at least one course to include a laboratory. One course must be chosen from Group B basic foundation courses. One of the additional courses may be chosen from offerings which address social, economic, or humanistic issues raised by scientific research and/or technological development.

Group C: The Individual and Society

Definition: This distribution requirement is divided into three categories.

1. Individual and Institutional Behavior

Courses that focus on the empirical study of individual and institutional behavior; empirical study of psychological, economic, social, cultural, geographical, and political phenomena.

2. The Historical Perspective

Historical study of societies and cultures or major aspects thereof.

3. Social and Philosophical Analysis

Analytical study of social, political, moral, philosophical, and religious thought.

B.A.

Four courses (minimum 16 credits), one in each of the three categories and a fourth in one of them.

B.S.

Four courses (minimum 16 credits), with no more than two courses in any one of three categories.

Group D: Literary and Artistic Expression

Definition: Study of literature, music, visual arts, theatre, and film; analysis of significant works of literature and the other arts; and study of principles and techniques of criticism.

B.A.

Three courses (12 credits minimum).

B.S.

Same as for B.A.

3. WORLD AND NON-DOMINANT CULTURE

B.A.

Two courses (minimum 8 credits) that provide information and analysis of Asian, African, Latin American, or traditional American Indian cultures. Courses used to satisfy this requirement can also be used to satisfy other liberal education requirements.

B.S.

Two courses (minimum 8 credits) that provide information and analysis of non-Western, non-white, or non-male perspectives. One of the two courses must address cultures of Asia, Africa, Latin America, or the traditional American Indian cultures. The second course may address either these cultures or non-white or non-male perspectives within European and North American traditions. Courses used to satisfy this requirement can also be used to satisfy other liberal education requirements.

4. SECOND LANGUAGE (for the B.A. degree only)

The second language requirement for the B.A. degree may be met by either of two routes.

Route I: Complete through the fifth-quarter level (at least 23 credits) study in a language other than your native tongue, or pass a validation examination at that level.

Route II: Complete at least 27 credits as follows:

- a. At least 15 credits in a second language or validation at that level.
- b. 12 credits (7 if you have completed four years of high school study in one language) in courses concerned with a country or countries that use the language chosen.

Graduation Requirements

To complete a degree in the Inter-College Program, a student must:

- complete the proposed ICP degree contract;
- complete B.A. or B.S. distribution requirements;
- complete 180 total credits, including transfer and extension work;
- complete 75 total upper division credits; and
- maintain at least a 2.00 grade point average overall, in upper division work, and in degree contract work, computed separately.

Honors Options

There are two ways ICP recognizes the outstanding academic achievement of its students. Applicants to either honors mechanism must indicate their commitment to the pursuit of such opportunities at the time of application to ICP.

OPTION I

The ICP Honors Program incorporates participation in honors opportunities, completion of an honors project, and accumulation of a particular grade point average in granting the honors levels Cum Laude, Magna Cum Laude, or Summa Cum Laude upon degree completion. Admission to the program requires that a student have completed at least 90 college credits with an overall GPA of 3.20 and have a minimum of two quarters remaining before graduation. Participation in honors activities is designed to give the baccalaureate degree program more experiential depth by providing a number of options for individual expression and superior academic performance. A list of the categories of ICP honors opportunities is available from the program office. Honors Program designations and requirements for ICP include the following:

Inter-College Program

Cum Laude—Requires a 3.30 grade point average or better in the last 90 credits completed toward the baccalaureate degree, including all upper division course work within the areas of concentration; completion of at least four honors opportunities, including one college honors seminar.

Magna Cum Laude—Requires a 3.50 grade point average or better in the last 90 credits completed toward the baccalaureate degree, including all upper division course work within the areas of concentration; completion of at least four honors opportunities, including one college honors seminar and an honors project.

Summa Cum Laude—Requires a 3.75 grade point average or better in the last 90 credits completed toward the baccalaureate degree, including all upper division course work within the areas of concentration; completion of at least four honors opportunities, including one college honors seminar and an honors project.

OPTION II

In recognition of outstanding scholastic performance as measured by grade point average alone, ICP offers two levels of recognition—"with distinction" (3.60 GPA) and "with high distinction" (3.80 GPA).



An ICP student discusses her academic program with her adviser.



Patricia Eaton: A Profile

A title to this profile could have been "How a Woman with a Husband, Four Children, Two Grandchildren, and a Career in Health Care Finds the Time and Energy to Graduate Cum Laude and Phi Beta Kappa from the University." After years of experience in nursing, Pat discovered her career interests were beginning to focus on business. Despite her dedication and skill in that area, she faced the frustration of not having the kind of educational credentials necessary to advance. Having decided to return to school, she enrolled in the University of Minnesota's College of Liberal Arts, then transferred to ICP with a double area of concentration in business and speech-communication.

"I was so impressed with the sensitivity of the ICP staff," said Pat. "They really understood the problems confronting adult students who return to school. They appreciated my professional background, my skills, and my experience, and the fact that I was a responsible, mature student. I needed that kind of trust level. When you go back to school at 42, you require different treatment than a 19-year-old."

After two and a half years in ICP, Pat graduated with distinction, received her bachelor of science degree, and immediately entered the University's M.B.A. program.

"There is so much more I want to learn," said Pat, who credits her family's support as an important factor in her success. "They have been so cooperative. It has meant a lot to me to hear them tell their friends how proud they are of my academic achievements."



David Madsen: A Profile

David Madsen chose the Inter-College Program because it offered him the opportunity to combine study in film, photography, journalism, and education in a visual communications degree program. While pursuing his ICP degree, David worked on three important related projects. He spent eight months completing a documentary film on Samoa, Fiji, and the Tokelau Islands in the South Pacific; three months on a photography and filmmaking project in Oaxaca, Mexico; and one year as a teaching intern with the Twin Cities' Film in the Cities organization. In addition to the valuable lessons ICP taught him about setting educational objectives and priorities, David derived a great sense of personal fulfillment from the mentor relationships he developed with University faculty members.

His professional accomplishments while in ICP provided him with the skills and experience to accept an adjunct teaching appointment with Film in the Cities after graduation. From that position he assumed the role of associate development director with the same organization, where he raised over a half million dollars during the past two years. He continues his active involvement in other art ventures in the metropolitan area, including membership in the St. Paul Art Collective and the University Film Society, and several exhibitions of his own photographic work in local galleries. Within the next three to five years, David expects to return to the classroom again, this time for an advanced degree in public affairs, law, or business.



East Bank Mall, facing Smith Hall

University Without Walls

Mission and History

The concept for the University Without Walls (UWW) grew from the imagination and vision of educators at the University of Minnesota and other colleges and universities throughout the nation. In an age of mass production, UWW offers you the opportunity to use your imagination and individuality in shaping your college education. As a UWW student, you will engage in one of the most creative and challenging experiences of your educational career—designing and implementing your own degree program to combine knowledge and skills already acquired with new and varied learning activities.

The success of the University Without Walls can be attributed to several unique characteristics. The program represents an unusual blend of tradition and innovation, allowing you to combine the best conventional practices and resources with new concepts and strategies for defining curriculum and evaluating learning. UWW recognizes the reservoir of knowledge and experience that distinguishes adult students, and appreciates their desire to exercise control over the content, structure, and pace of their learning.

The philosophy of UWW is based on two fundamental convictions: that quality learning experiences can take place in many different environments and that students should be actively involved in charting their own education. This philosophy guided the creation of UWW and provides direction for its continued growth and development.

The University Without Walls began in 1971 as a University College program offering students the University's only criterion-based undergraduate degree.

UWW is headquartered on the Minneapolis campus, but is able to serve students on all campuses of the University. In 1974, a branch of UWW was established on the University's Morris campus to serve residents of west central Minnesota. UWW serves students living in Minnesota, other states, and other countries.

While preserving flexibility, UWW has earned a reputation as a rigorous, exciting undergraduate program attracting bright, energetic learners.

Graduation Criteria for the B.A. and B.S. Degrees

In considering a University Without Walls education you are challenged to think about learning in adventurous new ways. UWW uses a set of standards, called graduation criteria, that describe the basic academic structure of its bachelor's degree. The UWW graduation criteria, rather than numbers of credits or classes, provide a framework for structuring your degree program and serve as a measure for assessing the successful completion of your bachelor of arts or bachelor of science degree.

While designing your degree program you will select learning activities that address the graduation criteria required for your degree. We invite you to be creative and to use a variety of learning activities. Some activities will be based on learning you have already acquired through experience or formal study. New learning activities may explore untapped interests and build upon prior learning. In both cases the activities you select may represent a wide diversity of learning methods, e.g., independent learning projects, internships, professional seminars, on-the-job training, and classroom and correspondence course work.

Completing a UWW degree program requires levels of achievement and excellence equal to that of other baccalaureate programs at the University of Minnesota. The UWW graduation criteria require: in-depth knowledge in a field of study (depth criteria), broad learning in the liberal arts (breadth criteria), and a good command of written English (writing criterion). The B.S. degree places emphasis on your field of study, while the B.A. places emphasis on broader learning in the liberal arts.

Summary of Graduation Requirements

For the B.A.

- Depth criteria—area of concentration
 - A: Primary area studies
 - B: Major project
- Breadth criteria—liberal arts
 - Six of the seven criteria
- Writing criterion

For the B.S.

- Depth criteria—area of concentration
 - A: Primary area studies
 - B: Major project
 - C: Supporting area studies
- Breadth criteria—liberal arts
 - Five of the seven criteria
- Writing criterion

Depth Criteria: Area of Concentration

The area of concentration, traditionally called a "major," should reflect balance, depth, and quality in a field of study. There are three depth criteria: (A) primary area studies, (B) major project, and (C) supporting area studies. **You must complete learning activities for criteria A and B for both the B.A. and B.S. degrees. You must complete learning activities for criterion C for the B.S. degree only.**

Criterion A: Primary Area Studies—Through learning activities in your primary area studies you will acquire: familiarity with the basic literature and vocabulary of your field(s), knowledge of its main theories and methods of investigation, ability to use the skills of the field, and an awareness of its relationship to contemporary and future society.

Criterion B: Major Project—As a culmination of study in your area of concentration, you will complete a major project that reflects substantive understanding of your field of study.

Criterion C: Supporting Area Studies—You will complete learning activities that bring a broader perspective to your area of concentration. The purpose of these studies is to add knowledge that complements and expands upon the primary area studies. For example, supporting area studies for an area of concentration in health care administration could examine theory and application of computers in health care; supporting area studies for an area of concentration in theatre could examine the psychology of acting and audience behavior.

Breadth Criteria: Liberal Arts

The second set of UWW graduation criteria involves study in the liberal arts. To complete a UWW degree program you will carry out several learning activities that satisfy **six of the seven criteria** for the B.A. degree or **five of the seven** for the B.S. degree.

Criterion 1: Social Science/Own Culture—You will demonstrate knowledge of individual and group behavior in your own culture through study of the social sciences.

Criterion 2: Social Science/Other Culture—You will demonstrate knowledge of individual and group behavior in a culture other than your own through study of the social sciences.

You must complete learning activities for either criterion 1 or 2; you may choose to satisfy both.

Criterion 3: Literature—You will demonstrate knowledge of a body of literature to include: an understanding of the historical background of the literature, an understanding of the literature itself, and an ability to discuss the literature.

Criterion 4: Fine Arts—You will demonstrate knowledge of the fine arts to include: an understanding of the history of an art form, knowledge of the basic techniques involved in producing an art form, and an ability to communicate about an art form.

The Four Stages of the UWW Program

You must complete learning activities for either criterion 3 or 4; you may choose to satisfy both.

Criterion 5: Physical and/or Biological Sciences—You will demonstrate knowledge of scientific thought through studying the physical and/or biological sciences to include the use of the scientific laboratory or direct observational experience.

You must complete learning activities for criterion 5.

Criterion 6: Mathematics and/or Logic—You will demonstrate an understanding of quantitative reasoning or logical analysis through the study of mathematics or logic.

Criterion 7: Foreign Language and/or Linguistics—You will demonstrate knowledge of a foreign language. You may instead demonstrate familiarity with some aspect of linguistics, the study of human language.

You may not need to complete learning activities for either criterion 6 or 7 for the B.S. degree; you must satisfy at least one of them for the B.A. degree; you may choose to satisfy both for either degree.

Writing Criterion

All of your academic work in UWW must demonstrate college-level command of written English.

The Four Stages of the UWW Program

Independence and motivation are vital to success in each of the four stages of a UWW program.

Admissions Stage

The admissions stage provides you and UWW a chance to learn about one another and to determine whether you and the program are a good match. UWW is selective, and it encourages you to be selective, too. Although the program meets the educational needs of many people, it is not the best option for everyone.

Once you have read this bulletin, you can obtain more detailed information through meetings and individual contacts. If you are able to visit the Twin Cities campus, you should schedule attendance at one of the UWW information meetings (early evening sessions are also available) by calling the UWW office (612/373-3919). If you are unable to visit campus, additional information on UWW can be obtained over the telephone or through personal correspondence with the admissions coordinator.

When you decide to apply to UWW, you will need to submit an application form, which can be obtained from the UWW office. On the application form you will be asked to:

- explain the reasons you find UWW appropriate for you;
- describe your proposed area of concentration;
- identify potential learning activities for the breadth criteria;
- design a possible learning project; and
- demonstrate a command of written English.

UWW academic advisers are available to assist you during the admissions stage. They will answer your questions and will review a draft of your application prior to formal submission. We strongly encourage you to obtain this review. Your formal application can be evaluated at any time during the year; specific deadlines for each quarter are listed on the application form. Students will be notified in writing of the admissions decision. Admitted students are then ready to begin the next stage.

Please note that in most cases, due to educational, licensing, and other requirements of these fields, UWW is unable to serve students in areas such as engineering, public school teaching, and clinical nursing.

Degree Planning Stage

Upon admission students begin the degree planning process, which usually takes one or two quarters. The degree plan is a detailed outline of all completed and future learning activities you intend to use in fulfilling the graduation criteria. In the degree plan you will provide a clear description of your area of concentration and will identify which criteria you intend to satisfy. The areas of concentration of some recent UWW graduates include: child development and administration; cardiovascular physiology; composite theatre; information studies; photography as an artistic medium; human resource development; family studies and family health; environmental education communication; literature—creative writing emphasis; textiles and design; public health and counseling; and human services administration.

You will receive instruction and assistance in degree planning through one of two methods. The **Degree Planning Seminar**, an evening class offered each quarter, teaches students how to design a degree plan. The **Degree Planning Correspondence Course**, required of all UWW students living at a distance, is also an option for local students. Once the degree plan has been approved, it serves as an agreement between you and UWW, and functions as a blueprint for implementation of your program. The approved plan can be amended in consultation with your advisers and upon approval of the UWW directors.

Program Implementation Stage

Upon approval of your plan, you are ready to implement your learning strategies. You may start by completing a series of independent learning projects, taking classes through the University or another institution, or seeking evaluation of your prior learning experiences. Most likely you will be involved in a combination of these activities.

Your pattern of registration during program implementation will vary depending on the learning activities you select. The registration process is explained in detail in the next section. Since long-range planning is important during program implementation, you should give careful thought to considerations such as tuition, access to advisers, and your own time demands.

Graduation Stage

After completing the learning activities described in your degree plan, you will prepare a graduation dossier demonstrating completion of the requirements for a bachelor's degree. The dossier will include: a copy of your degree plan; your University of Minnesota transcripts; your UWW narrative transcript (written evaluations of independent learning); examples of your academic work; and a graduation essay showing analysis, synthesis, and integration of knowledge gained from your studies.

Preliminary review is a comprehensive assessment of your graduation dossier by two academic advisers, your area specialist, and finally, by the UWW faculty director, to assure satisfaction of graduation criteria. After passing this review, you are ready for final review by a specially appointed graduation committee. This committee reviews your dossier and program with you, and votes on the recommendation to award the baccalaureate degree. Once the recommendation has been approved by the UWW faculty director, you are ready to be awarded your University of Minnesota bachelor's degree and may participate in spring commencement.

UWW Registration and Tuition System

Each quarter after admission (including summer) you will be required to register and pay tuition for full, partial, or continuing UWW registration. Full or partial registrations are required when you are actively involved in your studies and are using regular UWW advising and support services. During quarters when you are not using these, you will register for continuing registration in order to maintain your status in the program. You may use two of these continuing registrations each academic year.

Admissions Stage—Upon admission to UWW you will pay a credentials and record service fee to the University of Minnesota, unless you have previously been admitted to the University.

Degree Planning Stage—Immediately following your admission to the program, you will complete a full registration each quarter until your degree plan is approved. UWW strongly urges you to complete your degree planning process during the first quarter, although you may use up to three quarters to do so.

Program Implementation Stage—Once your degree plan is approved, you will complete a partial registration each quarter you are active in the program. Learning activities undertaken during this registration could include: independent learning projects, prior learning evaluation, major project, and the further development of academic skills. You may also choose to register separately for course work at the University of Minnesota or another accredited institution.

Graduation Stage—After you have finished implementing your program, you will complete a full registration each quarter while you prepare your graduation dossier. Typically, it will take one or two quarters to get your dossier ready and have it approved in a preliminary review. You have a maximum of three quarters in which to complete this stage. If your final graduation review is not held during the quarter in which you pass preliminary review, you will complete a partial registration for the quarter in which you finish the graduation process.

Financial Planning

Once you have made the decision to continue your education, you need to begin financial planning. The cost of completing a UWW degree program will vary with each student. Most students finance their education through one or more of the sources noted below. Please contact the UWW office if you need assistance in financial planning

Personal Income and Savings—UWW recognizes that most of its students have special demands on their financial resources. If you need to spread your tuition payments over the quarter, it is possible to set up an installment plan.

Tuition Reimbursement Programs—Many UWW students are receiving financial assistance from their employers. Support is provided by large and small companies in Minnesota and other states through special employee tuition reimbursement programs. You should contact the UWW office to determine whether your employer may be among them. We can also work with you to help your company understand the UWW option.

Financial Aid Programs—As a UWW student, you are eligible for the same financial aid as other University of Minnesota students. Due to increasing demands for limited financial aid resources, it is very important to investigate your eligibility as soon as possible. Current sources of financial aid include: Pell Grants, the GI Bill, National Direct Student Loans, Federally Insured Student Loans, Department of Vocational Rehabilitation, and University of Minnesota Regents Scholarships for University employees. Information is

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available from the Student Financial Aid offices on all campuses of the University of Minnesota. In Minneapolis, the office is located at 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/376-2424). If you live outside of Minnesota, you can obtain initial information from the financial aid office of any community college or four year institution.

Of the various types of UWW registration (full, partial, and continuing), only the full and partial registration qualify a student for financial aid. To receive many kinds of financial aid, full registration is required.

Sample Registration Pattern

Registration patterns vary. Below is one possible pattern of registration and the associated costs based on 1984-85 tuition rates.

Student Profile—Age 36, employed in field of study, has completed two years of traditional college study, has 11 years of relevant work experience characterized by increasing levels of responsibility.

Sample Registration Pattern

QUARTER 1:	Degree Planning	\$576.45
	Attending the degree planning seminar or completing the correspondence course	
QUARTER 2:	Program Implementation	\$307.44
	Selecting to evaluate prior learning experiences	
	Area of concentration course* (4 credits)	\$154.00
QUARTER 3:	Program Implementation	\$307.44
	Selecting to complete some independent learning projects and continue to evaluate prior learning	
QUARTER 4:	Continuing Registration	\$ 37.00
	Selecting to be inactive but meeting with adviser to plan for the next quarter	
QUARTER 5:	Continuing Registration	\$ 37.00
	Selecting to take several courses and not use UWW services	
	Area of concentration course* (4 credits)	\$199.00
	Area of concentration course* (4 credits)	\$179.00
	Liberal arts course* (4 credits)	\$154.00
QUARTER 6:	Program implementation	\$307.44
	Selecting to do some independent learning projects and begin planning for the major project	
	Liberal arts course* (4 credits)	\$154.00
QUARTER 7:	Program implementation	\$307.44
	Selecting to complete the major project and obtain more evaluation of independent learning	
QUARTER 8:	Graduation dossier preparation	\$576.45
	Writing graduation paper, compiling dossier, and obtaining final narrative evaluations	
QUARTER 9:	Graduation dossier examination	\$269.00
	Meeting of graduation committee	

TOTAL COST OF REGISTRATIONS: \$3,565.67

*Based on evening course rates.

Special Information

Use of Credits in UWW—As noted earlier, UWW is not a credit-based program. However, we do use tuition credits in the registration process to assure that your registrations are recognized within the University system. The UWW tuition credits attached to your registrations are not the same as conventional course work credits, i.e., they are not used, in themselves, to measure your progress in the program or your readiness to graduate, nor are they necessarily transferable to other programs or colleges.

Course Work Registration—Registration and tuition for conventional course work at the University of Minnesota or other institution will always be in addition to the registration and tuition specifically required for the UWW program.

UWW Registration & Tuition Rates—Tuition costs are based on 1984-85 rates of \$38.43 per tuition credit. Tuition rates are subject to change.

Full registration—\$576.45 (equal to 15 tuition credits)

Partial registration—\$307.44 (equal to 8 tuition credits)

Continuing registration—\$37.00

UWW Academic Calendar—The program operates on a 12-month basis. The academic calendar is divided into four quarters, beginning with the summer quarter of one year and ending with the spring quarter of the following year.

Residency Requirement—All students admitted to UWW must complete a minimum of two quarters of full registration in UWW. By graduation all UWW students must have completed the equivalent of three quarters of full registration through the University of Minnesota (this may include studies completed prior to admission to UWW). This residency requirement can be satisfied through UWW registration alone. Students are not required to spend any time on campus. However, they are encouraged to visit their advisers on campus when possible.

The UWW Advising System

The UWW staff welcomes you to an environment of personal support and academic guidance characteristic of small colleges. At the same time, you hold the key to one of the largest universities in the country, rich in educational resources and nationally recognized for the excellence of its faculty. You will have access to day, evening, and correspondence courses offered by the University, independent study with faculty, and a variety of libraries, research centers, testing and counseling services, studios, laboratories, and galleries. In addition, you are encouraged to make effective use of the resources in your work place and your community. Those resources might include faculty and courses from other institutions or experts in business, government, arts, and sciences.

UWW students create their own learning environments by utilizing the expertise of many people. Among the most important of these people are the educators, administrators, and support personnel who comprise University Without Walls.

Academic Advisers—When you enroll in the program, you will be assigned an academic adviser from UWW who is a specialist in individualized education. The academic adviser will guide you through your degree program, offering advice, instruction, and assistance in many facets of your work.

Area Specialists—Your area specialist will be a University of Minnesota faculty member with expertise in your area of concentration. In some cases, staff will work with you to locate an area specialist before you can be fully admitted to the program. During the initial

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stage of your program your area specialist will work with you in developing your area of concentration. Your area specialist must approve your degree plan and will evaluate your major project and your graduation dossier.

Administrative and Support Staff—The UWW program director and faculty director, as academic administrators, are involved in reviewing and evaluating your progress toward a degree. The members of the UWW office support staff function as vital information brokers, directing students to appropriate University resources, answering questions, and solving problems.

University and Community Faculty—As a UWW student you may work with the University's faculty in a variety of ways, for example, by taking courses and by using faculty members as evaluators of prior or independent learning. Experts from the community, as well as faculty from other educational institutions, once approved by UWW, may also work with you as project advisers and evaluators.

The Students—Although students in UWW share characteristics of self-direction, persistence, intellectual curiosity, and educational maturity, they are a highly diverse group. Ranging in age from their early 20s to their mid-60s, their average age is 33. More than three-fourths have previous college work. Over 80% are currently employed. Members of minority groups make up about 15% of the total. Although most UWW students live in Minnesota, many within the seven-county metropolitan area, others reside throughout the United States and a few in other countries. Some never meet another UWW student face-to-face, while some meet fellow students through the Degree Planning Seminar or other UWW activities. Students living in the same city or region may contact one another for mutual support and study. Though areas of concentration may range from organizational development to ornithology, from dance to health care, all UWW students share a sense of being part of the select University Without Walls community.



Northrop Auditorium entablature and columns



Frank Kinikin: A Profile

It was standing room only when Frank Kinikin's latest play premiered in Minneapolis.

Written, directed, and produced by Frank, "Man in the Bath" met with very favorable reviews from the theater critics of the Minneapolis newspapers. Innovative theatrical work is nothing new to Frank, who has experience as a performer and choreographer with several Twin Cities arts groups. He began his UWW career with an area of concentration in dance, integrating into his degree program his study with the University dance department, Naropa Institute in Colorado, and the Caravan Dance Collective in St. Paul.

Strongly influenced by performance artist Meredith Monk, he was one of the performers in her Minneapolis production of "Quarry." Monk's unique fusion of voice, movement, and theater inspired Frank's own attempt at a new creative synthesis in his UWW experimentation with the concept of "Composite Theater." His UWW major project involved a collaborative dance/theater work entitled "The Weaver's Cycle," which explored the relationships and daily activities of a group of workers.

In addition to his playwriting activities, Frank has joined with an award-winning Twin Cities filmmaker to form a non-profit corporation that provides film and video services to groups unable to afford commercial work. Frank looks back on the five-year process of earning his UWW degree with great satisfaction, believing it to be an important personal and professional turning point.



Lynne Dablow: A Profile

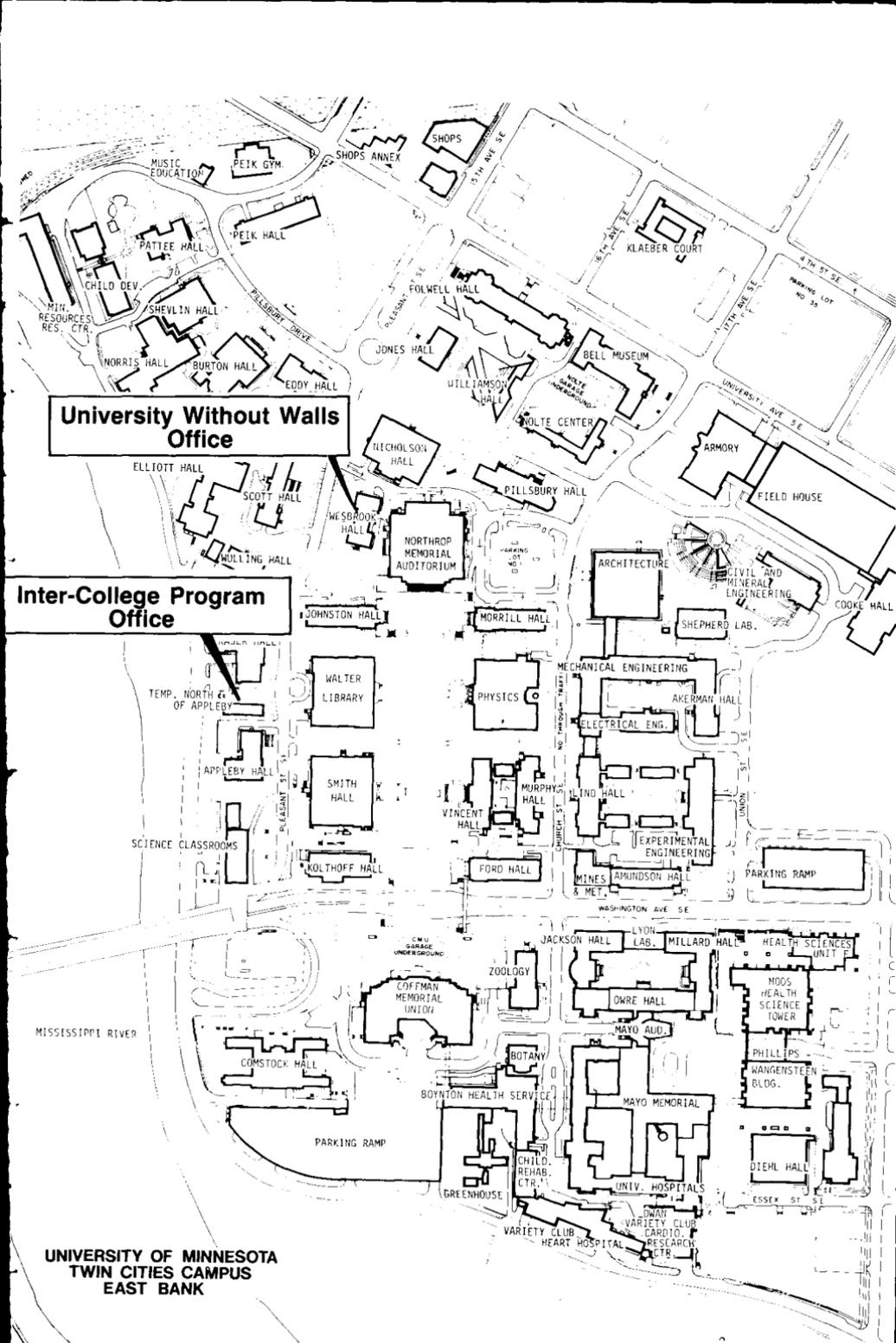
Lynne is in the process of completing her graduate study in anthropology at the University of Minnesota, working toward a degree in Contract Archaeology. Her research focus has been on the Eastern Dakota Indian groups during the historic period in Minnesota, with specific interest in the ways in which material remains found at archaeological sites reflect ethnic origin. Over the past five years, Lynne has dug at the Little Rapids Site, mid-1800's Dakota Indian and Euroamerican settlements; the Beaver Creek Site in North Dakota, prehistoric occupation site from 700-1000 A.D.; and the Freswich Links Excavation in northeastern Scotland, late Norse/Viking occupation from the 10th and 11th centuries.

During her undergraduate program in University Without Walls, Lynne was employed by the Minnesota Department of Natural Resources to develop a policy and procedure manual for archaeological investigation in Minnesota. She also worked with the University's anthropology department to prepare a visual interpretation of archaeological data for a Dakota Indian Museum in northern Minnesota.

Independent Study, UC 3075

Undergraduate independent study (UC 3075) offers an opportunity for students to pursue projects that go beyond the scope of any single department or college of the University. Projects are interdisciplinary in nature or are completed in departments that do not offer an undergraduate independent study course for nonmajors. Students may take 3 to 15 credits of UC 3075. Information is available at 213 Temporary North of Appleby, or by phoning 612/376-1253.





University Without Walls Office

Inter-College Program Office

**UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS
EAST BANK**