

UNIVERSITY
OF MINNESOTA
BULLETIN





UNIVERSITY OF MINNESOTA

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University College

UNIVERSITY OF MINNESOTA

MESSAGE TO STUDENTS

University College 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 staff members 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, under the guidance of one or more University faculty members. 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 willingly, even eagerly, as they strive to integrate educational experiences with life goals.

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.

Sincerely,

James H. Wertz
James H. Wertz
Director

Where to Find Information About UC and the University

This bulletin contains an introduction to University College and descriptions of its programs. In addition, so that you may better understand the college and its rich legacy of educational innovation, the closing section describes the pioneering role of University College, its past and current experimental programs, and its contributions to the quality of education at the University of Minnesota.

The *General Information Bulletin* provides practical information for all current or prospective students of the University, including tuition and fees, financial aids, academic support services, student activities, cultural and recreational opportunities, and University policies and regulations. University courses are listed in the bulletins issued by each college. The *General Information Bulletin* and most college bulletins are distributed at the information booth in Williamson Hall or may be ordered from the Office of Admissions and Records, 110 Williamson Hall, 231 Pillsbury Drive S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (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, 122 Pleasant Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 376-1253.

University Scholars, 317 Walter Library, 117 Pleasant Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 373-4638.

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

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Equal Opportunity Statement

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, creed, color, sex, national origin, or handicap. 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, and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Lillian H. Williams, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 100 Church Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, (612) 373-7969, or to the Director of the Office of Civil Rights, Department of Education, Washington, D.C. 20202, or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, D.C. 20210.

Access to Student Educational Records

In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. 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 attendance, 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, Twin Cities campus—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.

I. UNIVERSITY COLLEGE: AN 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. All of the experimental programs sponsored by UC—those recently begun, those no longer in existence, and those continued as permanent programs—are described in section VI of this bulletin.

The programs currently offered by University College include the following:

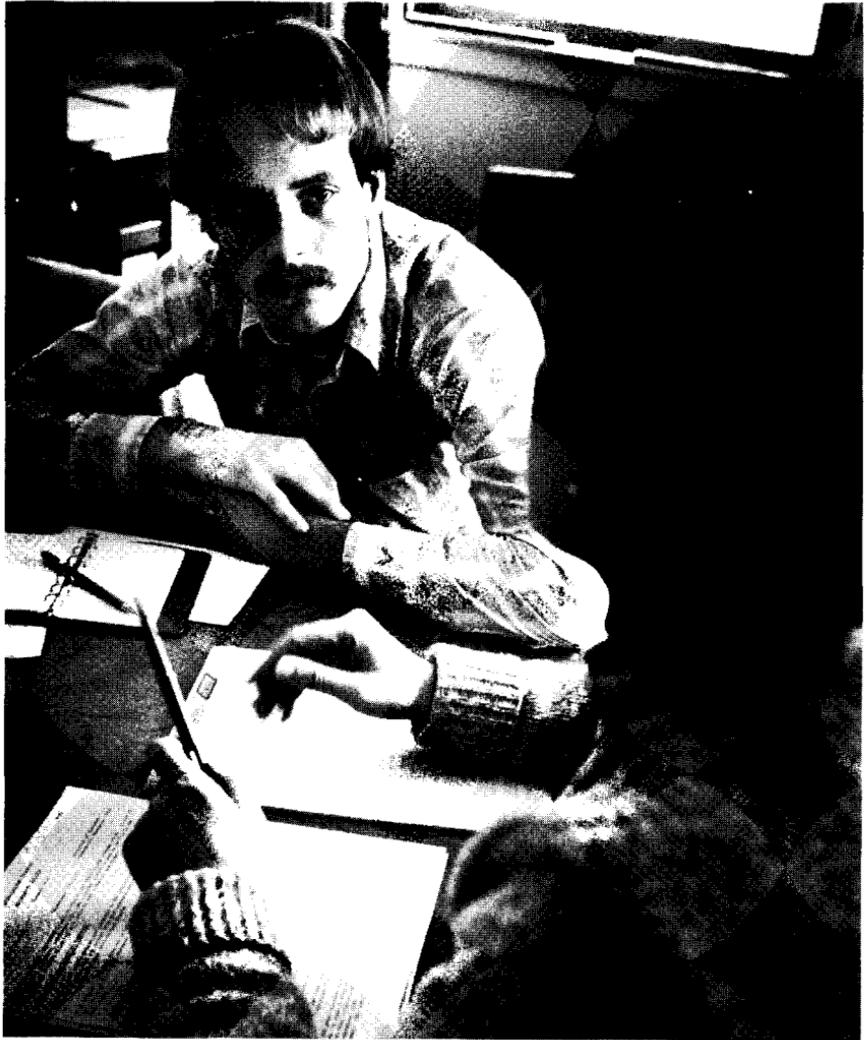
Inter-College Program (ICP)—enables upper division students to develop individually designed intercollegiate or interdisciplinary degree programs. See section II for details.

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 section III for details.

University Scholars—is an experimental program that allows a student and a faculty adviser to construct a bachelor of arts or bachelor of science degree program based on individually tailored learning experiences. See section IV for details.

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

Pilot Projects—a small group of new experimental programs undertaken during 1980. See section VI for details.



Inter-College Program director Marjorie Cowmeadow helps a prospective student clarify his educational goals, plan a program of study, and identify learning resources.

II. 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 a 190-credit 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

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 15 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.

Admission Criteria

Admission requirements include the following:

- preparation of clearly defined educational objectives that are intercollegiate or interdisciplinary in nature and cannot be carried out elsewhere at the University;
- preparation and faculty approval of a proposed degree contract composed of a minimum of 60 upper division credits;
- a 2.00 grade point average overall and in upper division course work, computed separately;
- completion of a minimum of 80 credits of college work, including 15 taken at the University of Minnesota; and
- completion of designated prerequisites for your degree contract (this applies particularly to students who have a journalism or business component in their program).

Admission 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 three quarters for this self-paced preparation process.

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., University of Minnesota, Minneapolis, Minnesota 55455. You should bring transcripts of your previous college course work to the meeting.

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.

1. What do you want to learn and why?
 - a. The first phase of the answer to this question is historical. You will be asked to 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.
 - b. The second phase of the answer focuses on future directions and goals. You will explain what you want to learn from the remainder of your education and why. 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. What important factors 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)?
3. Why is ICP 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, internships, and prior work experience.

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 of at least 30 upper division credits each (e.g., business and history; public health and French).
- A cross-college program with three areas of concentration with at least 30 upper division credits in one area and 20 in each of the two others (e.g., agronomy, business, and anthropology; agricultural education, horticulture, and food science).
- A thematic program integrating credits from two or more colleges and centering on a single focus or theme. There is no specific credit requirement for each focus, but the total degree plan must include at least 60 upper division credits. 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 social work.
- 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 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, your degree plan must include work distributed among several broad subject areas; that is, it must satisfy group distribution requirements established by the Council on Liberal Education. While meeting these requirements, you can also satisfy personal interests, enrich understanding, and explore academic and vocational alternatives.

The way you fulfill distribution requirements will determine whether you earn a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Requirements for each degree follow. Distribution requirements need not be completed prior to admission to ICP.

B.A. Degree—Candidates must fulfill the following group distribution requirements:

Group A: Communication, Language, Symbolic Systems—8 to 10 credits (normally two courses)

Group B: The Physical and Biological Sciences—12 credits or three courses if laboratory work is included; 15 credits or four courses if laboratory work is not included

Group C: The Individual and Society—16 to 20 credits (normally four courses)

Group D: Literary and Artistic Expression—12 to 15 credits (normally three courses)

English Composition—8 credits or two courses

B.A. Second Language Requirement—Route I: Complete 23 credits of language study. Route II: Complete 15 credits of language study and 12 credits of cultures and societies courses.

B.S. Degree—Candidates must fulfill the following group distribution requirements:

Group A: Communication, Language, Symbolic Systems—8 credits (normally two courses)

Group B: The Physical and Biological Sciences—8 credits or two courses if laboratory work is included; 12 credits or three courses if laboratory work is not included

Group C: The Individual and Society—8 credits or two courses

Group D: Literary and Artistic Expression—8 credits or two courses

English Composition—8 credits or two courses

Graduation Requirements

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

- complete the proposed ICP degree contract—minimally 60 upper division credits (3000 level and above);
- complete B.A. or B.S. distribution requirements;
- complete 190 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 Program

Honors designation for Inter-College Program degree candidates is determined by the completion of honors opportunities in conjunction with earning a specified minimum grade point average. Participation in honors opportunities 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 15 categories of ICP honors opportunities is available from the program office. Honors designations and requirements for ICP include the following:

Cum Laude—Requires a 3.20 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; participation in at least two honors opportunities from different categories, one of which must be completed in an area of concentration.

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; participation in at least four honors opportunities, one of which must be completed in an area of concentration. One category of honors opportunity, e.g., honors courses, may be used twice.

Summa 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; participation in at least four honors opportunities from different categories, one of which must be completed in an area of concentration; submission of a summa project (e.g., a thesis or artistic product) approved by a summa committee. By petition to the summa committee, the ICP director, and the director of University College, the summa project may be approved to count as an honors opportunity.



A prospective student asks a question during one of several "first step" meetings held each week by ICP and UWW.

III. UNIVERSITY WITHOUT WALLS

University Without Walls (UWW) offers an individualized degree program serving the mature, self-directed learner and leading to a bachelor of arts or bachelor of science degree.

As a UWW student, you will work closely with at least one University of Minnesota faculty member and an academic adviser from UWW, who will help you to design a degree plan that will meet your educational goals and satisfy the requirements for earning a B.A. or B.S. degree through UWW. In addition to your faculty adviser and UWW academic adviser, you may select other University faculty members and community people with relevant expertise to direct and evaluate your self-designed learning projects.

Your program may combine many kinds of learning experiences, including course work from the University and from other institutions, self-designed independent study projects, work experience, and internships. Some students enter UWW having already acquired a considerable amount of relevant learning on the job, in the community, or through personal experiences. This learning can be analyzed and documented for incorporation into the degree program.

Your progress toward your degree will be documented in narrative evaluations of your work written by community advisers and University faculty members. Traditional grades and credits are not given in UWW, although grades will be recorded on an official University transcript for students who complete regular course work. When you have completed your degree work, your advisers will help you prepare to demonstrate to the UWW graduation committee that what you have learned meets UWW graduation criteria. These criteria, which require a depth of knowledge concentrated in a single area as well as a breadth of knowledge spread across several areas, are described in detail later in this section of the bulletin.

The length of time required to complete your degree program will depend on how much of your prior learning can be documented and counted toward your degree and how much time and effort you can invest each quarter. Students' enrollment ranges from a few quarters to several years.

UWW students may pursue programs in a wide variety of fields, as long as University faculty advisers with appropriate subject specialties are available. Many students pursue studies in health care, humanities, the social sciences, and the visual and performing arts. Major advisers are more difficult to find for some other study areas. For details about selecting a faculty adviser, see Admission Criteria, later in this section.

Admission

Admission Deadlines

Deadlines are set early to enable a thorough review of each application: July 15 for fall quarter, October 15 for winter quarter, January 15 for spring quarter, and April 15 for summer admission.

Admission Criteria

The following criteria were formally adopted in fall 1979. All admission decisions are based on how well a student addresses and meets the following criteria.

1. Applicants must explain satisfactorily why the UWW program is an appropriate way in which to pursue their studies. (This refers to part II of the application.) Specific reasons for applying to UWW include but are not limited to the following:

University Without Walls

- a. The applicant does not have access to regular University classes due to family, job, or other responsibilities, geographic or physical limitations, incarceration, etc.
 - b. The applicant is interested in drawing on University-wide resources in forming an individualized degree program.
 - c. The applicant wishes to learn using a variety of methods, i.e., independent study, course work, directed study.
 - d. The applicant wishes to use prior learning toward a degree.
2. Applicants must present a general description of their academic field(s) of study. (The field(s) must be among those for which advisers are available.)
- a. All UWW students work closely with faculty advisers, particularly a major faculty adviser, in designing, implementing, and evaluating their degree programs. It is very important to identify this major adviser early in a UWW program. Because of limited availability of faculty in certain fields, prospective students wishing to pursue degrees in those areas must identify a major faculty adviser prior to admission. Assistance is available from UWW advisers in completing this task. Written confirmation from the faculty member stating willingness to serve as the student's UWW major adviser must be submitted with the application. Following are fields of study to which this stipulation currently applies on the Minneapolis campus:
 - business administration and related fields (marketing, accounting, etc.)
 - chemical dependency counseling
 - early childhood education
 - engineering fields
 - hospital and health care administration (if the student is not enrolled in or a graduate of the Independent Study Program/Hospital Administration)
 - medical technology
 - recreation and physical education
 - special education

Prospective students who are proposing rather uncommon areas of study may also be required to secure written confirmation from a major faculty adviser prior to admission.

- b. UWW does not offer concentrations in professional fields, particularly where licensing is involved, such as nursing, teaching, and engineering. These areas must be studied in other, more appropriate, programs.
3. Applicants must identify overall degree objectives that are attainable through University Without Walls. (This refers to part IV of the application.)
- The admissions committee will examine the proposed activities in the area of concentration, the core of the student's UWW program. The committee also will assess applicants' awareness of the need to address criteria outside the area of concentration. Responses should give a reasonable idea of ways applicants intend to relate their programs to the liberal arts areas.
4. Applicants must demonstrate the ability to conceptualize specific learning goals and identify realistic ways to accomplish them. (This refers to part V of the application.)
- The admissions committee will pay special attention to applicants' abilities to focus on particular topics and to propose specific methods of investigating them.
5. Applicants must have the necessary communication skills to begin a UWW program of study.

The written applications will be used to determine applicants' ability to communicate in writing. Given the UWW emphasis on written documentation of prior and proposed learning, it is essential that students be able to communicate effectively in writing. Generally, it is expected that students beginning a UWW program should have the ability to use accepted rules of grammar, spelling, punctuation, and organization. If you wish to improve your writing ability, UWW advisers can refer you to helpful resources.

Admission Process

The University Without Walls admission process serves two purposes. First, it helps introduce you, the prospective student, to the program. Second, it enables UWW to determine whether you are likely to do well in this kind of program.

The UWW approach requires that you, as a student, take primary responsibility for planning and carrying out your own education. Not everyone is interested in this approach; not everyone can succeed with it. Therefore, it is important that you and we determine whether you and UWW are well suited for each other. It is an important decision for both of us.

APPLICATION QUESTIONNAIRE

Admission decisions are based on your response to the application questionnaire, which appears at the end of this section. Before you begin your application, be sure to read this section of the bulletin several times and give some thought to your learning goals.

ASSISTANCE

UWW advisers will help you prepare your application; you are encouraged to seek their help.

If you are near the Twin Cities campus: Free informational meetings, called "first step" meetings, are held three times a week, including evenings, on the Minneapolis campus of the University of Minnesota. Call (612) 373-3919 to schedule your attendance. After attending a first step meeting, you may schedule an individual meeting with a UWW adviser.

If you are near another campus of the University: UWW advising may be available at the campus near you. To find out, call that campus or the UWW office in Minneapolis.

If you live at a distance from the University: Phone or write the UWW office in Minneapolis for answers to your questions.

Preliminary application advice: You may also submit your application, or portions of it, for informal preliminary evaluation before you submit it officially.

APPLICATION REVIEW

Your application will be reviewed and acted upon by an admissions committee made up of UWW advisers. You will be notified in writing of the committee's decision. If you are not accepted, the reasons for the decision will be explained and you will be free to reapply for any subsequent quarter.

Occasionally, the admissions committee may recommend that an applicant who has met most but not all admission criteria be allowed to enroll on a conditional basis. The student will have a given period of time in which to strengthen the weak area(s) in the application.

Degree Program

Defining Your Learning Goals

The UWW application asks you to describe your learning goals. You will elaborate on these goals later when you develop your degree plan.

Most likely, your goals include increasing your knowledge of the terminology, theories, and literature of the field you choose as your area of concentration. You may also wish to explore some fields relating to your area of concentration, as well as some unrelated fields in which you have an interest. Further, you may want to improve your learning skills—i.e., your ability to write, ask questions, solve problems, identify resources, analyze and synthesize research, and evaluate results.

It is also likely that your goals will integrate learning that you have already acquired with new learning undertaken while you are enrolled in UWW.

Developing Your Degree Plan

After you are admitted to UWW, you will have three quarters to develop your degree plan. Your degree plan will outline all of the learning experiences you wish to count toward your bachelor of arts or bachelor of science degree, including those you have already completed and those you will pursue as a UWW student. In your plan, you will need to identify each learning activity to be included (e.g., courses, independent study projects, internships, or prior learning experiences) and tell how the activity will help fulfill the UWW graduation criteria.

The plan must be approved by your UWW academic adviser, your University faculty major adviser, the UWW faculty director, and the program director. Once approved, the plan will serve as a contract between you and UWW, outlining the learning you will acquire and demonstrate in order to qualify for your degree.

Resources for Carrying Out Your Program

Curriculum—As a UWW student, you may take University of Minnesota day, evening, or correspondence courses and may apply these courses toward your degree. In addition, if you have access to a University of Minnesota campus, all the resources of the University—libraries, research centers, testing and counseling services, studios, laboratories, and the like—are available to you on the same basis as they are to other University students.

Advisers—Your UWW adviser and University faculty adviser will help you develop your degree plan. While you are not required to come to campus, you are encouraged to meet with your advisers in person and to become acquainted with campus resources.

Degree-Planning Workshop—This group seminar is designed to help enrolled students construct a degree plan. It is offered each quarter on the Twin Cities campus, and on occasion in other parts of Minnesota.

Degree-Planning Correspondence Course—This 10-lesson correspondence course is designed to help enrolled students who live at a distance from a University campus to complete their degree plans.

UWW at Morris—Students living in west central Minnesota are served by a UWW branch located at the Morris campus of the University. The program at Morris is administered by staff members of the Morris Learning Center, part of Continuing Education and Regional Programs, 236 Community Services Building, University of Minnesota, Morris, Minnesota 56267, telephone (612) 589-2211.

Efforts are underway to make UWW services similarly accessible throughout Minnesota. Contact the Minneapolis UWW office to find out whether there is an office near you.

Area of Concentration

Your degree plan will focus on an area of concentration. You will select, design, and give a name to this area, concentrating studies in a single field or a small number of closely related fields. Like a traditional major, the area of concentration should reflect balance, depth, and quality. The "depth criteria," part of the UWW graduation criteria, help define expectations for the area of concentration. (See Official Graduation Criteria, later in this section.)

Prior to graduation, you must demonstrate your learning in your area of concentration in various ways, which will include one or both of the following:

Major Project—To demonstrate your understanding of your area of concentration, you must complete a major project. The major project, usually the final project in a student's UWW program, is required for both the bachelor of arts and bachelor of science degree.

Supporting Project—If you are seeking a bachelor of science degree, you must complete both a major project and a supporting project that approaches your area of concentration from the perspective of another discipline.

Liberal Education Requirements

Your plan will also include studies in a broad range of subject areas to fulfill your academic interests and ensure the kind of liberal education that is part of a University of Minnesota bachelor's degree program. Expectations for these liberal education studies are spelled out in the "breadth criteria" portion of the UWW graduation criteria. (See Official Graduation Criteria, later in this section.)

Carrying Out Your Degree Plan and Monitoring of Progress

While you are enrolled in UWW, you will register as a full-time student each quarter in order to develop your degree plan and carry out the learning activities intended to fulfill that plan and complete your degree. This section includes some things you should know about proposing individual learning activities, using prior learning, registering as a UWW student, and the process for monitoring your progress toward a degree.

PREPARING A PROJECT PROPOSAL

A project proposal is required for each new learning experience included in your program. The proposal will help structure the experience; it includes listing the title, rationale, objectives, resources, methods, results, schedule, adviser(s), evaluator(s), evaluation criteria, and bibliography. A similar descriptive summary is used for prior learning that you wish to have evaluated as part of your degree program.

An acceptable proposal for one study project must be included with your application to UWW. An additional proposal will be required for each subsequent learning experience.

DOCUMENTING PRIOR LEARNING

Learning that took place before your admission to UWW can be used in your UWW program if it meets college-level standards. This learning may consist of course work previously taken at a college or university. Or it may be learning that was acquired without the formal sponsorship of an institution but that can be documented and evaluated as college level. Your UWW adviser will help you prepare to have your prior learning evaluated by University or community advisers for use toward your degree program. A special handbook offers information that will also help you in this process.

REGISTERING AS A UWW STUDENT

You are encouraged to register four quarters a year, although you may request a leave of absence if it becomes necessary to interrupt your studies. Newly admitted students must register for the first quarter following admission.

Quarter System—Like other University of Minnesota students, you will register on a quarterly schedule. University quarters begin approximately the last Monday in September, the first Monday in January, the last Monday in March, and the third Monday in June.

Your projects need not be confined by the quarterly schedule but may be completed on whatever schedule is agreed upon by you and your advisers.

Full-Time Registration—You are expected to register as a full-time student each quarter, which means taking at least 15 credits of work. You may take part or all of your credits through University of Minnesota courses. The remainder of your credits for the quarter will consist of registration in University College (UC) directed study.

University Without Walls

Credits earned for course work—through day, evening, or correspondence courses—are official University credits, which may be considered for transfer to another program should you decide to enroll in another college. On the other hand, credits recorded for UC directed study serve only as a record-keeping device to verify your enrollment and may not be transferred to another program. The work that you accomplish under UC directed study will be evaluated and recorded on your narrative transcript.

RESIDENCY REQUIREMENT

The University of Minnesota requires that every degree candidate complete at least 45 of the total number of earned credits through the University. Although this is called a residency requirement, it does not mean that a student must come to campus. Three quarters of full-time registration in UWW will meet the 45-credit requirement. However, it usually takes more than three quarters to satisfy all UWW graduation criteria.

MONITORING OF PROGRESS

Your progress toward your bachelor's degree will be monitored through two official transcripts:

UWW Narrative Transcript—Student achievement in UWW is recorded through written evaluations on narrative transcripts, rather than through credits or grades. A narrative evaluation is recorded for independent study projects and other significant learning experiences. Both University faculty and community adviser evaluations may be included.

University of Minnesota Transcript—A separate transcript, maintained by the University's Office of Registration, Student Records, and Scheduling, records your official quarterly registrations, including course work if any.

Working With Your Advisers

As a UWW student, you will work closely with UWW advisers as well as with at least one University faculty member and, if you choose, other members of the University faculty and community who are knowledgeable in one of your areas of study.

UWW ACADEMIC ADVISER

When you are admitted to UWW, you will be assigned a UWW academic adviser. This adviser will be your principal contact with UWW and will help you plan and develop your program, monitor your progress, and, when the time comes, prepare for the graduation process.

MAJOR FACULTY ADVISER

As a UWW student, you will need to have an adviser from the faculty of the University of Minnesota who is knowledgeable in your area of concentration. Your faculty adviser will help you develop plans for your area of concentration, participate in reviewing and approving your degree plan, help evaluate your work, and serve on your graduation committee.

COMMUNITY ADVISER

You may use qualified members of your community to serve as advisers in three ways: to evaluate prior learning; to advise on and evaluate self-designed learning projects; and to serve as adjunct advisers in your area of concentration.

PROJECT ADVISER

You may use either University faculty or community advisers to advise on and evaluate individual learning projects.

Graduation

Graduation Process

You and your advisers will decide when you have completed your degree plan and are ready to begin the graduation process. The advisers will then help you prepare to demonstrate to the UWW graduation committee that you have acquired learning that fulfills the UWW graduation criteria (described in the next section) and qualifies you for a bachelor's degree. The process includes preparing your graduation dossier and submitting it for preliminary and final review.

GRADUATION DOSSIER

The UWW graduation committee will make its recommendation concerning your degree on the basis of your graduation dossier, a package of materials documenting the learning you have undertaken in order to fulfill UWW graduation criteria. With the assistance of your UWW adviser, you will prepare documentation of your major project and materials illustrating various learning activities. You will also prepare a statement declaring your readiness for graduation and showing how your varied learning experiences combine to form a complete and integrated program. To these the UWW staff will add your narrative transcript, containing evaluation of all of your UWW work, and your official University transcript, containing a record of all credits earned at or accepted for transfer to the University.

PRELIMINARY REVIEW

Once your dossier has been prepared, it will be reviewed by a committee consisting of your UWW academic adviser, a second UWW adviser, your University faculty major adviser, and the UWW faculty director. When your dossier receives preliminary approval by this group, you will be ready to submit it for final review by your UWW graduation committee.

GRADUATION COMMITTEE

Your graduation committee will consist of your UWW academic adviser, your University faculty major adviser, a second specialist in your area of concentration (this may be a University faculty member or a community adviser), a faculty member representing the University College governing assembly, and a UWW student. The committee will meet with you to discuss your dossier. Its decision on whether to recommend award of a degree will be made by majority vote. The committee's decision will then be forwarded to the faculty director of UWW.

Graduation Criteria—Background

The awarding of degrees through UWW is based on fulfillment of specific graduation criteria. In some cases, you may select specific criteria that are most suitable for your degree program. Your individual degree program will thus be shaped in part by your selection of those criteria you wish to fulfill, and in part by the kinds of learning experiences through which you choose to fulfill them. To understand the criteria themselves it is important first to understand some characteristics of the UWW degree program.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREE PROGRAMS

UWW offers two baccalaureate degrees, the bachelor of arts and the bachelor of science. Both call for programs that include study of several areas of knowledge represent-

University Without Walls

ative of the liberal arts, as well as in-depth study in one area of knowledge. The bachelor of arts degree is awarded to students whose programs emphasize broad exposure to a number of liberal arts areas. The bachelor of science degree is awarded to students whose programs emphasize more concentrated, in-depth study of one field or several related fields.

LIBERAL EDUCATION

The UWW graduation criteria, calling for in-depth command of a specialized area as well as broad learning in those areas of knowledge that traditionally constitute a liberal education, are based on the following guidelines from the University of Minnesota Council on Liberal Education:

The ways of knowing and kinds of knowledge that mark the thought and action of the liberally educated person include some skill in managing instruments of inquiry and communication; some significant knowledge about nature, life and society and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists and social scientists; and some command of a field of knowledge or an area of scholarly concentration.

University Senate Minutes
May 28, 1970

A UWW education is designed to encourage students' personal and social development as well as expertise in an area of specialization. Accordingly, students are encouraged to use the resources of the University and of their communities to develop integrated programs of study that promote intellectual knowledge and practical skills, self-understanding, and social awareness at a level appropriate for the baccalaureate degree.

WAYS OF LEARNING

The UWW student learns in a variety of ways, including formal course work, independent study projects, seminars, and workshops. Informal or extracurricular learning experiences, whether past or current, may be analyzed and documented to be college level and relevant to the student's degree goals.

While the following skills are not part of the formal graduation criteria, the successful UWW graduate should be able to demonstrate the ability to:

- communicate orally and in writing;
- learn in a self-directed manner;
- perceive specific and general learning goals;
- describe the reasons for pursuing a topic of study;
- formulate meaningful questions;
- pursue learning in a variety of ways;
- identify appropriate resources;
- analyze information and draw conclusions;
- evaluate educational experiences;
- integrate and develop relationships among areas of knowledge;
- demonstrate intellectual maturity and sophistication; and
- know one's attitudes, values, and feelings, and be aware of those of others.

Official Graduation Criteria

The following UWW graduation criteria were formally adopted in fall 1979. A careful review will help you understand the UWW program, and will help you in preparing your

application. A fuller description, including examples of ways these criteria may be met, is provided to each UWW student to help in program planning.

ENGLISH

The student should demonstrate the ability to write the English language correctly, effectively, and at a level appropriate to the student's field of study.

DEPTH CRITERIA

The bachelor of arts degree requires demonstration of knowledge in the area of concentration and the writing of the major project. The bachelor of science degree requires demonstration of knowledge in the area of concentration, the major project, and a supporting project.

Criterion A: Area of Concentration—The student should demonstrate depth of knowledge in an area of concentration including: (a) familiarity with the basic historical and contemporary literature, (b) knowledge of the basic vocabulary, (c) familiarity with the main theories, (d) understanding of the basic methods of investigation, (e) ability to use the basic skills of the area of concentration (if appropriate), and (f) awareness of ways the area of concentration relates to issues in contemporary and future society.

When applicable, the student should demonstrate knowledge of mathematics or a foreign language at a level appropriate to the field of study.

Criterion B: Major Project—The student should complete a major project in the area of concentration. The major project is usually the culminating project in the student's program. It should reflect accomplishment in those components defined above by UWW as making up the area of concentration.

Criterion C: Supporting Project—The B.S. student should complete a supporting project related to the area of concentration. The project should be approached from a perspective outside the primary discipline used in the area of concentration.

BREADTH CRITERIA

The bachelor of arts degree requires demonstration of knowledge meeting *six* of the following seven criteria. The bachelor of science degree requires demonstration of knowledge meeting *five* of the following seven criteria. All degree programs must meet criterion 5, physical or biological sciences, and at least one criterion from the social sciences group and the literature and the arts group. The student is encouraged to explore all seven areas of study.

Social Sciences Group

Criterion 1—The student should demonstrate knowledge of forces that influence individual and group behavior in his or her own culture through study of the social sciences,

and/or

Criterion 2—The student should demonstrate knowledge of forces that influence individual and group behavior in a culture other than her or his own, through study of the social sciences.

Literature and the Arts Group

Criterion 3—The student should demonstrate knowledge of some aspect of literature, including: (a) an understanding of the historical background of the literature, (b) an understanding of the literature itself, and (c) an ability to discuss the literature,

and/or

Criterion 4—The student should demonstrate knowledge of one of the fine arts, including: (a) an understanding of the history of the art form, (b) knowledge of the basic techniques involved in producing the art form, and (c) an ability to communicate about the art form, using its own vocabulary.

Criterion 5: Physical or Biological Sciences—The student should demonstrate knowledge of scientific thought through studying the physical or biological sciences. This includes: (a) knowledge of the scientific questions and value systems of a field of study, (b) familiarity with the vocabulary of a field, (c) knowledge of the tools and methods of a field, and (d) use of the scientific laboratory or direct observational experience. The student is also encouraged to consider the philosophical foundations of science and to consider ways in which science relates to his or her world.

Criterion 6: Mathematics or Logic—The student should demonstrate an understanding of quantitative reasoning or logical analysis through the study of mathematics or logic.

Criterion 7: Foreign Language or Linguistics—The student should demonstrate knowledge of a foreign language through one or more of the following: (a) an understanding of the spoken language, (b) an understanding of the written language, or (c) an ability to speak the language; or the student should demonstrate familiarity with some aspect of linguistics.

Application for Admission

If, after reviewing the information in this booklet and evaluating your educational goals, you think you and UWW might be suited to one another, the application process can help both you and us discover whether you have made the right choice.

The application is divided into six parts. Use a separate sheet (or several sheets) of paper for each part.

If you need assistance or additional information, contact UWW—the address and phone number are listed at the front of this bulletin.

Date of application _____

PART I: INFORMATION

1. Name
Address
Office phone
Home phone
2. Date of birth
Social Security number
3. Current employment, if employed.
How many hours per week do you work?
4. What quarter do you plan to enroll in UWW?
Indicate one: fall, winter, spring, summer
Year: 19____

PART II: WHY UWW?

Why is UWW a particularly appropriate way to meet your educational goals?

PART III: PRIOR EDUCATION

1. Official transcripts of all previous college course work, if any, including that completed at the University of Minnesota, *must* be submitted to the UWW office. An official transcript is one bearing the official seal of the institution you attended. Please list all postsecondary institutions attended and dates of attendance.
2. Because formal credits do not always reflect the extent of the learning you have acquired, please list any informal learning activities that you think might apply to your UWW program and that have been significant in developing your educational goals. Also, please list other background information about experiences you consider relevant to your goals—employment, workshops, training sessions, travel, volunteer work, and so forth. Pay particular attention to your activities of recent years.

PART IV: DEGREE OBJECTIVES

This section deals with your UWW learning goals. While your vocational or career objectives may be related to these, please focus on what you want to learn. You are not expected to outline your entire program here.

Specifically, respond to the following:

1. State briefly what you want to learn in UWW. Include a tentative title for your area of concentration.
2. List specific topics within this main area on which you plan to concentrate.
3. Which academic disciplines seem related to your area of concentration (e.g., child psychology, criminal justice, urban studies, literature, theatre, philosophy)?
4. UWW, like all University of Minnesota baccalaureate programs, has a liberal education requirement, outlined in the breadth guidelines on page 19 of this bulletin. What formal course work or informal learning might you apply to meeting these requirements?

PART V: PROPOSAL FOR YOUR FIRST LEARNING PROJECT

This part of the application demonstrates your ability to focus on a particular topic and to propose specific methods of investigating it. UWW students can create their own learning activities outside the classroom and need the skills to develop project proposals. The proposal is a tool you will use for structuring learning projects throughout your UWW program.

Use the following format in identifying your learning objectives. Respond to these questions in detail. This section is given emphasis by the admissions committee.

Remember, we are asking only for a proposal for what might be your *first* learning experience in UWW.

1. **Title**—Give your project a title. It should reflect what the project is about.
2. **Background and Rationale**—Why do you want to do the project? How did your interest in the area evolve? How does the project relate to the degree objectives you listed in part IV?
3. **Objectives**—What is it you are trying to learn? What questions might provide a framework for your study? Make sure your objectives are attainable and that the results can be evaluated by your advisers. These questions are extremely important; please be specific.
4. **Resources and Methods**—What resources and methods will you use to complete the project (e.g., library research, people, books, workshops)?

5. **Result of Project**—What is the anticipated outcome of the project (e.g., written paper, annotated bibliography, videotape)?
6. **Study Schedule**—When will you start your project? What is the project's tentative completion date? About how many hours will you be spending on the project?
7. **Faculty Advisers**—List the names and qualifications of the University faculty or community advisers who will be guiding your work on this project. If you cannot identify a particular individual at this time, tell us the kind of qualifications the adviser(s) will need.
8. **Evaluation**—Your project will receive a written evaluation. What questions should be used to guide your adviser(s) in writing the evaluation? For example, you may want to ask how well your objectives were met.
9. **Bibliography**—Provide an initial list of materials you might read for this project. The purpose of such a list is to demonstrate that an initial investigation of the academically relevant literature has been attempted.

PART VI: SUPPLEMENTARY INFORMATION

1. Briefly discuss any other experiences or activities in your background that would help the admissions committee know you.
2. Please feel free to enclose supporting materials with your application.



A UWW student meets with her graduation committee—University and community advisers and University College representatives—to demonstrate that she has satisfied the graduation requirements.

IV. UNIVERSITY SCHOLARS

The University Scholars program is designed to serve students who are creative, highly motivated, and stifled by a program confined primarily to course work.

Through this program, a student and a sponsoring faculty mentor design an individualized, non-credit-based contract by which the student will earn a bachelor of arts or bachelor of science degree. The individualized program usually includes learning experiences specially tailored to the student's interests and goals, such as extensive work in a laboratory, a long-term internship, independent study, or an apprenticeship in the arts. Such experiences are usually supplemented with University of Minnesota course work.

University scholars work very closely with their faculty mentors and with at least one other faculty adviser. A University College staff member will work with the student and the faculty mentor in developing the contract for the degree work and administering the program.

Admission

To be eligible for the University Scholars program, you must have completed 90 credits of college work, 15 of them at the University of Minnesota, and must be nominated by a University faculty member who agrees to serve as your mentor throughout the program.

Applications for admission are reviewed by the University Scholars committee, made up of three faculty members. The application will consist of a letter from you describing your intended program, an outline of planned learning experiences, including those that will meet the University's liberal education requirements, and a description of your intended graduation project. This project is designed to demonstrate that you are ready to receive the baccalaureate degree. It may consist of an article suitable for publication, a creative piece of art, a study of unusual quality, or a similar "capstone" of your work.

Graduation

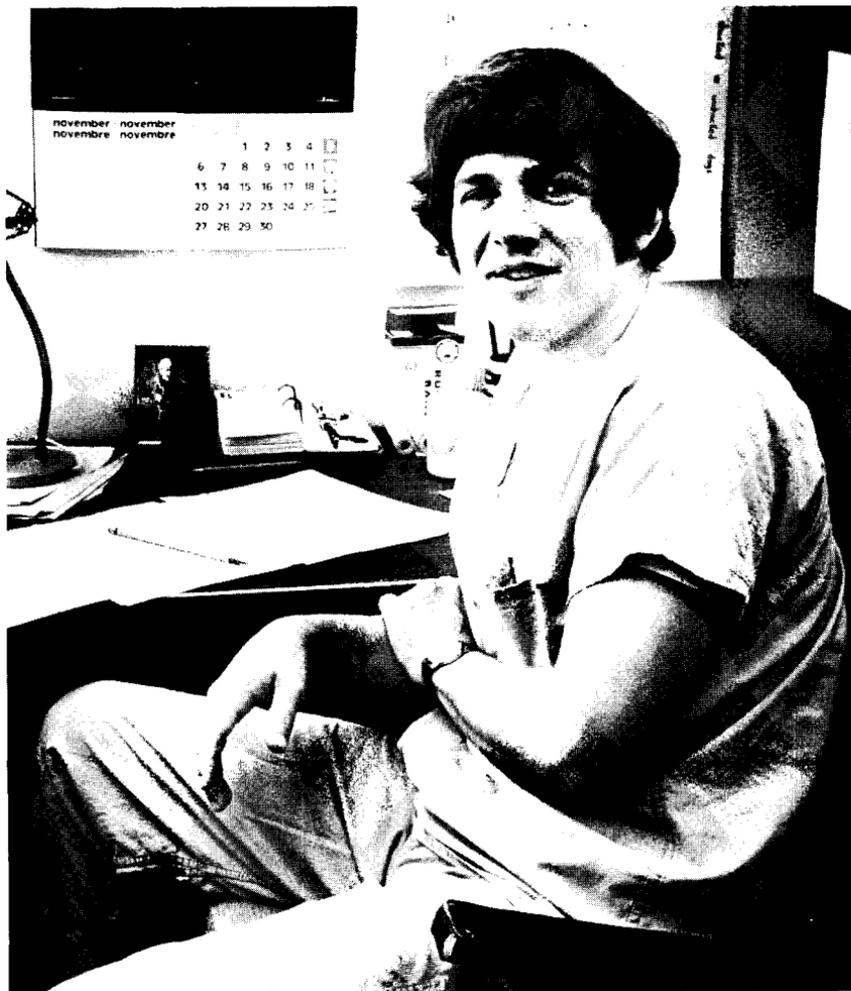
When you have fulfilled the terms of the degree contract, the graduation process begins. You will write a letter describing how the contract has been fulfilled, and the faculty mentor will write a letter recommending that you receive the degree. These materials and your graduation project are reviewed by the University Scholars committee, which usually also interviews you and your mentor. The committee's recommendation is forwarded to the director of University College for approval.

Information

Further information is available to interested students or faculty members from Steven F. Schomberg, University College, 317 Walter Library, 117 Pleasant Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 373-4638.

V. 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 376-1253.



UWW student Peter Carlyle, supervisor of a cardiology laboratory, uses learning gained through his work as part of his UWW program of study in cardiovascular physiology.

VI. CONTRIBUTIONS TO THE UNIVERSITY

Experimental Programs, Old and New

University College began in 1930 as a University-wide experiment in serving students with special needs. A committee appointed by then-president Lotus D. Coffman had found that while the existing departments of the University met the needs of the typical student, there were some students who, because of aptitude, previous training, or experience, differed from the typical and were not as well served. The committee recommended that a mechanism be created to allow such students to develop programs suited to their individual needs, abilities, and aspirations. A small number of students would be admitted to the new University College, their programs to be guided and approved by a faculty committee but not bound by the requirements and regulations of the traditional colleges. Then, as now, students selected courses from throughout the University for their programs. The option that University College has provided for students since 1930 continues under the name of the Inter-College Program.

In 1970, in a climate of educational innovation engendered by student and faculty initiative for change, the mission of University College was broadened to include responsibility for housing experimental programs in undergraduate education. This expanded mission was reaffirmed in early 1979 when the college's revised constitution was approved by the University Senate and the Board of Regents.

Today University College is empowered to serve as a University-wide center to solicit, support, and coordinate experimental undergraduate programs for a defined period of time, and to house permanent undergraduate educational programs following approval through the appropriate University channels.

Proposals for experimental programs are solicited, and projects selected for support, by a review committee comprising University faculty members and students. A faculty-student policy board then guides each experimental program and arranges for its evaluation.

Some of the experimental programs sponsored by UC during the 1970s have become permanent programs of the University, some are still under experimentation, and some have been discontinued.

Continuing Programs

Of the experimental programs established during the 1970s, the following continue to provide educational alternatives to University students:

Foreign Studies Program—Begun as a UC experiment, this program is now sponsored by the College of Liberal Arts as a foreign studies minor. The foreign studies minor enables students with majors in undergraduate colleges to complete a foreign study experience as part of their education. The program emphasizes preparing for the foreign study experience and integrating that experience into the curriculum once the student has returned to the University. The program is coordinated by Chip Peterson and administered through the Quigley Center of International Studies, 1246 Social Sciences Building, 267 19th Avenue South, University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 373-2691.

Students' College—Now a program of the College of Education on the Duluth campus, Students' College allows undergraduates to participate in the administration and delivery of human services. Organized into three programs—the Human Resources Bank, Free UniverCity, and Internship Program—students register for credit as negotiated with faculty advisers. Students' College, administered by Marion Agre, is located at 111 Library, University of Minnesota, Duluth, Minnesota 55812, telephone (218) 726-8522.

Contributions to the University

University Scholars—Still an experimental program within University College, University Scholars is described in section IV.

University Without Walls—UWW is now a permanent program of University College and is described in section III.

Discontinued Programs

Six programs, after meeting with mixed success and yielding considerable information, have been discontinued. They include the Clinical Instrumentation Program, Experimental College, Laboratory for the Study of Teaching, Learning Assessment Program, Living-Learning Center, and Writing Center. Information about each of these programs is available from the University College Office, 105 Walter Library, 117 Pleasant Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 373-4638.

Pilot Projects

Three pilot efforts were begun during 1980:

INTERCHANGE: INTERnships for career CHANGE, a program of internships and career exploration education, is designed for adults who are returning to the University to prepare for a career change. Information is available from Yvette Oldendorf, 317 Walter Library, 117 Pleasant Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 376-2514.

A **cross-college writing program** is designed to help professors in the various disciplines on the Duluth campus to improve the writing skills of students in their classes. Information is available from Eleanor Hoffman and Kenneth Risdon, Department of English, 439 Humanities Building, University of Minnesota, Duluth, Minnesota 55812, telephone (218) 726-8235.

The feasibility of a new **cross-college undergraduate degree program in early childhood education** is being explored. Information is available from Harlan Hansen, Department of Curriculum and Instruction, 238 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 373-2285.

Impact on Educational Practices

Results of the educational innovation and testing within both the experimental and the permanent programs of University College have contributed in important ways to the University's regular instructional programs. For example, experience gained from individually designed programs of Inter-College Program students has spawned several new programs in other colleges of the University. Programs in *agricultural journalism* (1945), *dental assisting/education* (1969), and *dental hygiene/public health* (1969) all were prompted by the experiences of individual ICP students. Interdisciplinary majors in the College of Liberal Arts and the College of Biological Sciences, the interdisciplinary master's program in public health, and a proposed College of Education major in dance have also been influenced by the experiences of ICP students. It is likely that the programs of University College students will continue to encourage curricular innovation in other units of the University.

The College has contributed in other ways to the educational programs of the University. All of UC's programs create, test, and evaluate innovative curricula that respond to diverse student clientele and that emphasize the method of learning as well as the content. Important results have been produced through University College experimentation in the following areas:

Student-designed Curricula—The Inter-College Program, University Without Walls, and University Scholars each incorporate a special approach to individualized program planning; Students' College and Experimental College have explored still other approaches.

Broadening of Faculty Opportunities—For more than 50 years, University College has provided opportunities for faculty members to practice new roles as mentors, evaluators, and teachers. Many find this participation very rewarding, offering exposure to unusually bright and interesting students and to a broad spectrum of educational perspectives.

Expansion of the Advising Role—In the UC instructional model, particularly as seen within University Without Walls and the Inter-College Program, the professional academic adviser plays a key role in guiding the student's degree work and in coordinating the participation of faculty members and the use of educational resources through each stage of the process.

Evaluation of Nontraditional Programs—UC's extensive experience in evaluation of innovative programs ensures the quality of its continuing programs and the rigorous examination of its experimental programs. All UC programs, whether experimental or permanent, incorporate procedures for monitoring and evaluating both the work of participating students and the effectiveness of the program itself.

Interdisciplinary Education—UC students are encouraged to examine the connections among the various parts of their programs, and to build upon them. This involves linking extra-University experiences with formal study as well as articulating the relationships among the liberal education requirements.

Field-based Learning—University College has played a major role in developing ways to incorporate nonclassroom learning and learning acquired prior to enrollment in the University into a student's degree program.

The college's undergraduate independent study course, UC 3075, allows students from throughout the University to arrange with faculty members to pursue part- or full-time study away from campus. In addition, considerable effort has gone into developing methods for evaluating off-campus learning.

The idea of including prior learning in students' programs began in the mid-1940s when GI's returning to college needed a way to use some of their military-related education to satisfy degree requirements; University College developed a plan for doing this. Today, UC programs, and some other University programs, encourage the integration of carefully evaluated current and prior extra-University learning into the student's curriculum.

Looking to the Future

Throughout its history, University College has chosen to address pervasive, intractable, and important educational issues; it will continue to do so in the years ahead. Such issues may include:

- providing opportunities for lifelong learning;
- linking the world of work with the world of education;
- facilitating return to the University of students pursuing career changes and new educational directions;
- linking liberal education and professional programs;
- forming new alliances with private and public sector organizations offering post-secondary educational opportunities;

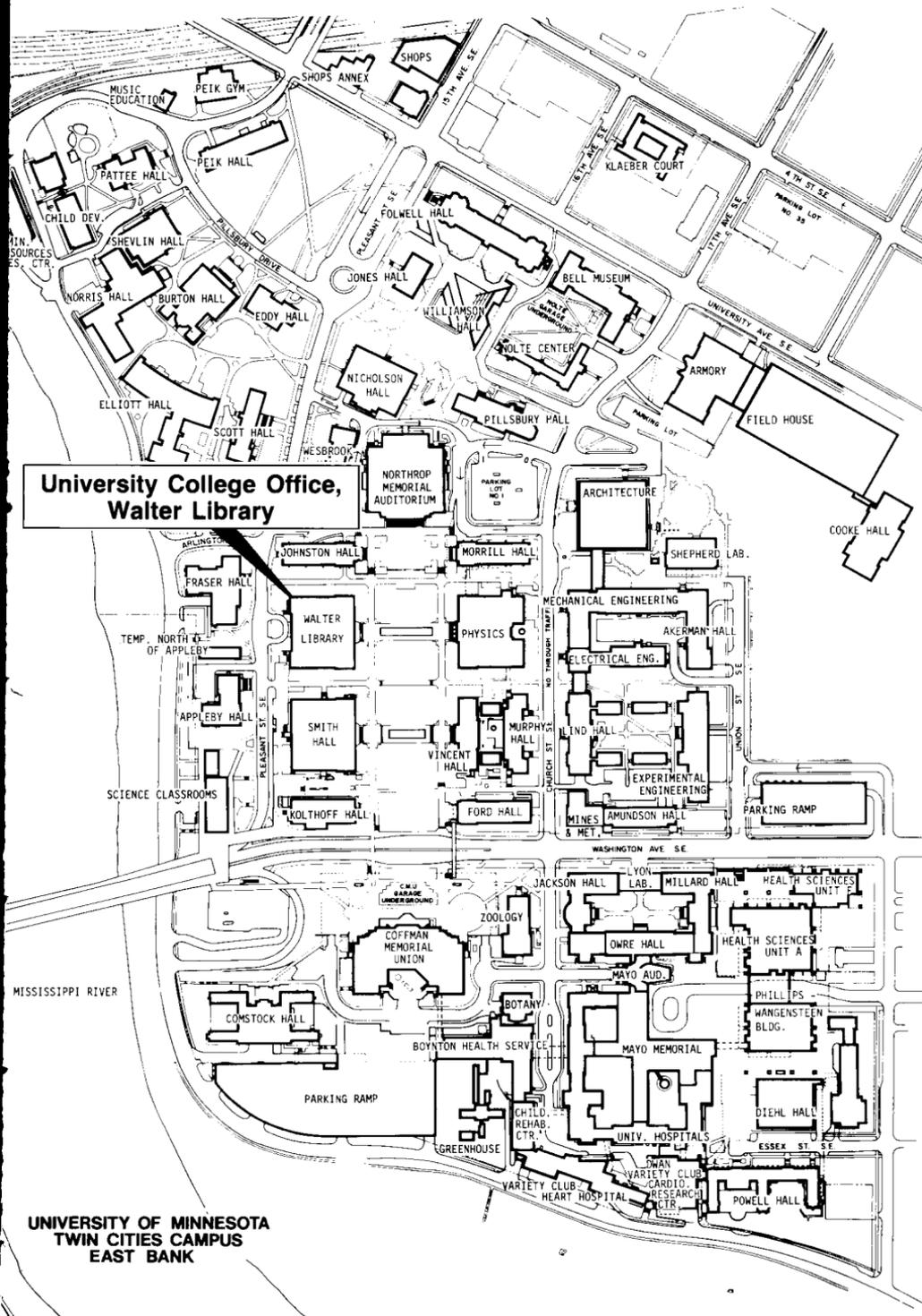
Contributions to the University

- promoting the development of writing and other skills as an essential component of undergraduate education; and
- testing alternative instructional delivery systems, especially those utilizing advanced computer and communications technology.

University College has the expertise to address many of these issues, and may attempt to organize within the University the expertise to address others. In short, UC is and will continue to be a place where University faculty members can experiment with the undergraduate curriculum and educational practices in order to meet better the changing needs of the University's constituencies.



Graduates of University College programs receive their degrees at commencement ceremonies held on the University's Twin Cities campus each spring.



**University College Office,
Walter Library**

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