

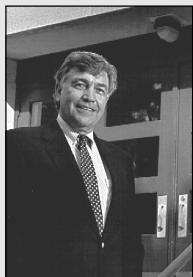
This is the General Information section of the 1997-1999
University of Minnesota University College Bulletin.

ICP/PIL Bulletin

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Dean's Welcome

Welcome to University College, the University of Minnesota's major access point for educational opportunities for adult students. We assumed the name University College in July 1996 as a result of a merger between Continuing Education and Extension and the "historic" University College: the Inter-College Program (ICP) and the Program for Individualized Learning (PIL). Our mission is "to meet the career development and continuing education needs of women and men into the 21st century."



University College students have two broad options for earning bachelor's degrees: an individualized degree or a practitioner-based, applied degree.

Individualized Degrees

Working in concert with University faculty and academic advisers, University College students can develop degree programs that meet their individualized goals while adhering to the high standards set for undergraduate education at the University. ICP and PIL provide the guidance, structure, and support that allow students to work across traditional college and disciplinary boundaries and take responsibility for their own education.

Applied Degrees

Several practitioner-based "partnership" degrees have been designed for working adults and are offered in cooperation with area community colleges. University College offers four such degrees: bachelor of applied business, bachelor of information networking, bachelor of construction management, and bachelor of emergency health services.

I encourage you to consider the University's rich array of educational opportunities and seek the degree program that best meets your needs. I invite you to read this bulletin carefully and explore your options further by contacting one or more of these degree programs.

We look forward to serving you and wish you success in your educational pursuits.

Sincerely,

A handwritten signature in black ink, which appears to read "Harold A. Miller". The signature is fluid and cursive, written over a light-colored background.

Harold A. Miller, Dean

University of Minnesota Mission Statement

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

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

- **Research and Discovery**—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning**—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service**—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by

helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

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

Introduction

University College (UC), formerly Continuing Education and Extension, offers courses and programs designed for adult, part-time, and nontraditional students. These include UC degrees and certificates as well as degrees from other colleges within the University. The Inter-College Program (ICP) and the Program for Individualized Learning (PIL) offer individualized baccalaureate degrees aimed at students who are highly motivated, creative, and self-directed and who want independence and flexibility in structuring their degree programs. Students may also consider one of the four new applied baccalaureate degrees in UC, offered in cooperation with area community colleges and designed for working adults: applied business, information networking, emergency health services, and construction management. Additional degrees in planning include information network administration and human services.

Individualized Degree Programs

UC individualized degree programs open up educational opportunities for highly motivated students who need flexibility to use the University's resources to earn their B.A. or B.S. degrees. Students develop degree programs tailored to their own interests and talents. Through UC the rich resources of the University's faculty and staff are made available to serve the individual undergraduate. Our students join with faculty and staff in taking responsibility for the integrity of each degree program and the maintenance of high academic standards. As a result, our graduates gain a strong sense of ownership of their education and confidence in how that education is related to their lives.

UC's individualized programs serve students by providing them with educational alternatives; they serve faculty by letting them develop and test innovative approaches to undergraduate education. The two groups working together help diversify the learning experiences the University provides.

The Inter-College Program (ICP), founded in 1930, offers students a credit-based, individualized baccalaureate degree program that draws on the curricular offerings and other educational resources of the entire University community. This program provides an alternative to an already established major by providing students with the flexibility to incorporate both day school and evening coursework from more than one college to achieve their educational goals.

The Program for Individualized Learning (PIL), founded in 1971, serves independent learners who wish to design and complete an individualized program of study that incorporates a variety of learning resources and strategies such as independent learning projects. PIL offers students the opportunity to work collaboratively with academic advisers and faculty from throughout the University. The program serves primarily those students who live in the Twin Cities area, but will also consider qualified students who can commute to campus for some learning activities. The program also will attempt to serve former University of Minnesota students who live outside the region.

Applied Degree Programs

The **bachelor of applied business** (B.A.B.) is a new practitioner-oriented degree for adult and part-time students. Courses address real-world business issues and relate workplace skills to student experience. A unique “professional skills core” of courses emphasizes applied skills. B.A.B. program graduates will have a portfolio of skills and competencies that will be valuable in their current jobs and help them advance in their careers. The B.A.B. is offered by University College in cooperation with Inver Hills, North Hennepin, and Minneapolis Community Colleges. The University offers the upper division courses and awards the degree. B.A.B. courses are held on-site at the community college campuses, and community colleges offer courses that may fulfill all lower division admission requirements. Inver Hills and North Hennepin Community Colleges also offer two-year associate degrees that lead to admission to the B.A.B. program. Lower division courses may also be completed through University College, Independent and Distance Learning (correspondence), and other community college courses.

The **bachelor of construction management** (B.C.M.) is offered cooperatively with North Hennepin Community College. It combines building design and engineering with management and business skills to equip those working in construction with the skills necessary to deliver projects on time and within budget. The B.C.M. prepares or enhances the ability of prospective managers to acquire experience and education for a professional career in the construction industry.

The **bachelor of emergency health services** (B.E.H.S.) is offered cooperatively with Inver Hills Community College and the St. Paul-Ramsey Medical Center. The degree provides personnel working in prehospital medical care with the education and skills necessary to coordinate and direct the delivery of emergency health services in a variety of settings ranging from out-of-hospital, first-responder situations to occupational health and safety programs in large organizations.

The **bachelor of information networking** (B.I.N.) is offered in conjunction with North Hennepin Community College. The University

offers the upper division courses and awards the degree. North Hennepin Community College offers lower division and prerequisite courses and is the site for most of the program’s courses. The B.I.N. is an interdisciplinary blend of computer science, management and information systems, liberal arts, science and engineering, and practical hands-on experience. Students in the program gain a thorough understanding of both the design and management of voice, video, and data transmissions over various networks and between different platforms. Career opportunities may be found in software development, network design and administration, interactive television, fiber optic information services, and other areas.

If you are interested in any of these partnership degree programs, call UC Counseling at 612/625-2500 to speak with an adviser.

Special University College Programs

Independent Study (UC 3075)—University College allows undergraduates, regardless of college affiliation, to pursue projects beyond the scope of a single department or college. Projects are interdisciplinary or are completed in departments that do not offer an appropriate independent study course. Students may take 3 to 15 credits of UC 3075—Independent Study. For more information, contact the Inter-College Program.

University College Scholarships (for UC students only)—University College has scholarship funds supported by donations from alumni and friends. Scholarships are selective and competitive; they are given to students who have strong academic records, who are making regular progress toward degree completion, and who have financial need as defined by the Office of Scholarships and Financial Aid. Scholarship amounts range up to a maximum of \$1,500.

Students

About 500 students actively pursue bachelor’s degree programs through ICP and PIL at any given time. These women and men are taking courses and working with individual faculty members from all colleges at the University.

They all have developed interdisciplinary, thematic, or concentrated areas of study through close collaboration with faculty and professional advisers. The degree programs include a strong foundation in the liberal arts from which they explore complex ideas, relationships, social issues, and problems in many fields. From application to graduation, they have responsibility for understanding and communicating their educational and personal goals and the ways they will achieve those goals.

Many of our students are older than the traditional 18- to 22-year-old undergraduate; many have job, family, and community responsibilities. They are able to integrate prior college courses and college-level learning gained from work experiences and independent study into their degree programs; some are able to study abroad or elsewhere in North America either through courses or independent study. Our students design and complete faculty-approved, individualized degree programs that meet their academic, career, or personal interests while maintaining the University's high academic standards. A UC Student Board provides an opportunity for students to work together to create activities that support and celebrate personal and academic success.

Faculty

UC does not have its own resident faculty. Instead, it draws on faculty members from across the University to develop educational policy, advise students and approve their individualized degree programs, and evaluate students' work and progress toward degree completion. More than 300 faculty members are involved in UC's individualized programs annually. They have opportunities to participate in new ways in student education and provide a wealth of intellectual resources and leadership.

Change to Semesters

The University will change from a quarter-based calendar to a semester-based calendar in 1999-2000. The first fall semester will be fall 1999. Students will attend the University for two semesters each year rather than for three quarters. Courses will last 15 weeks rather than the current 10-week quarter. The change will

not delay enrolled students' progress toward their degrees. The change will also not affect the content of University degree programs.

High School Preparation Requirements

Students beginning their studies as freshmen at the University of Minnesota fall quarter 1991 or later are expected to have completed certain preparation requirements in grades 9-12. Transfer students (39 or more quarter credits) are expected to meet the requirements beginning fall 1993 or later. *Students who graduated from high school before 1987 do not have to meet the requirements.* The requirements are

- four years of English with emphasis on writing;
- three years of math, including one year of elementary algebra, geometry, and intermediate algebra;
- three years of science, including one year each of biological and physical science;
- two years of a single second language; and
- two years of social studies, including United States history.

Scholastic Conduct Policy

Scholastic honesty and trust form the cornerstone of all degree programs. UC students are expected to observe the same codes of scholastic honesty required of all students on campus; however, because UC students are involved in more than one college, they need to be aware of the specific definition and policies concerning scholastic conduct in those colleges as well as in UC.

Scholastic dishonesty is a serious offense and students should be fully aware of its nature and consequences. Unacceptable behavior includes, but is not limited to, plagiarizing (submitting another's work as your own; deliberately misrepresenting another's words as your own, i.e., failing to quote properly or to attribute quoted material accurately; or appropriating another's ideas as your own without proper attribution); submitting the same or very similar paper for more than one course or project without prior permission from all instructors; falsifying data; cheating on examinations or other academic tasks; submitting false academic records; or interfering with the academic work of another student.

If scholastic dishonesty occurs in a class, the instructor will attempt to resolve the problem by assigning an appropriate penalty. If the problem is not resolved at this level, the case will be referred to the University conduct code coordinator because the case automatically involves two colleges. This policy is consistent with the policies of other colleges.

If scholastic dishonesty occurs in any activity related to UC-awarded credits or a specific UC program task, the student's UC program will review the case and attempt to resolve the problem. If the program chooses, or if the case is not resolved at the program level, the case will be referred to the University College Scholastic Committee. Also, if a pattern of scholastic dishonesty becomes apparent in several University-related activities (e.g., courses or independent projects), the specific UC program will refer the case to the University College Scholastic Committee. Reviews of cases of suspected scholastic dishonesty, at any stage, may result in the elimination of a specific course or project from a student's program, disciplinary probation, suspension, or expulsion from the college.

Students may appeal the decision of a UC academic adviser to the director of their program; they may appeal the decision of a program to the University College Scholastic Committee. The decision of the Scholastic Committee may be appealed through the conduct code coordinator.

Residency and Reciprocity

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

Reciprocity—The University has reciprocity agreements with North Dakota, South Dakota, Wisconsin, and Manitoba. If you are a resident of any of these states or this province, you may

qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

Planning to Transfer?

Note: Both ICP and PIL have some special admissions requirements. If you are interested in one of these programs, please contact the appropriate program office before taking any other action.

Minnesota's public colleges and universities are working to make transfer easier. You can help if you PLAN AHEAD, ASK QUESTIONS, and USE PATHWAYS created by transfer agreements.

Preparing for Transfer

If you are currently enrolled in a college or university:

- Discuss your plans with a campus transfer specialist.
- Call or visit your intended transfer college. You should obtain the following materials and information:
 - college catalog
 - transfer brochure
 - information on admissions criteria and on materials required for admission (e.g., portfolio, transcripts, test scores). Note that some majors have limited enrollments or their own special requirements such as a higher grade point average.
 - information on financial aid (how to apply and by what date)
- After you have reviewed these materials, make an appointment to talk with an adviser/counselor in the college or program you want to enter. Be sure to ask about course transfer and admission criteria.

If you are not currently enrolled in a college or university, you might begin by meeting with a transfer specialist or an admission officer at your intended transfer college to plan the steps you need to take.

Understanding How Transfer of Credit Works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.
- Institutions accept credits from courses and programs like those they offer. They look for similarity in course goals, content, and level. “Like” transfers to “like.”
- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, “Will your credits fulfill requirements of the degree or program you choose?”
- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can before the deadline. Enclose the application fee.
- Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
- Recheck to be certain you supplied the college or university with all the necessary paperwork. Most colleges make no decisions until all required documents are in your file.
- If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
- After the college notifies you that you have been accepted for admission, your transcribed credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.

- If you have questions about your evaluation, call the Office of Admissions and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See “Your Rights as a Transfer Student” below.

Your Rights as a Transfer Student

- A clear, understandable statement of an institution’s transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.
Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help. 2) Department or committee will review. 3) Student receives, in writing, the outcome of the appeal. 4) Students can appeal decision by contacting their UC program office.
- At your request, a review of your eligibility for financial aid or scholarships.

For help with your transfer questions or problems, see your campus transfer specialist.

University Counseling and Consulting Services

University Counseling and Consulting Services (UCCS), 109 Eddy Hall on the East Bank and 199 Coffey Hall on the St. Paul campus (612/624-3323 for both), offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Development Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team building, conflict mediation, training, and workshops. UCCS’s Office of Measurement Services (OMS) scores exams, surveys, and research instruments and provides consultation to University faculty and staff. OMS operates the Minnesota Statewide Testing Program for

Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests. For more information, see <http://www.uccs.umn.edu/uccswww/uccs.html> on the World Wide Web.

Policies

This bulletin describes the procedures and requirements of University College's Inter-College Program and Program for Individualized Learning. Other college bulletins may be obtained by contacting the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008).

Bulletin Use—The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for the Inter-College Program and Program for Individualized Learning. It covers academic years 1997-98 and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

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

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

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

Course Guide—The *Course Guide*, a quarterly publication distributed at the University Bookstores, provides course information beyond that found in college bulletins and the *Class Schedule*.

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex,

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

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

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

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

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

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

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

Extracurricular Events—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy

may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

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

Directory

Inter-College Program

107 Armory Building
15 Church Street S.E.
Minneapolis, MN 55455
(612) 624-2004

Program for Individualized Learning

107 Armory Building
15 Church Street S.E.
Minneapolis, MN 55455
(612) 624-4020
e-mail: pil@tc.umn.edu
World Wide Web: <http://www.pil.umn.edu/>

UC Administrators, Academic Professionals, and Support Staff

Harold Miller, dean
Ann Pflaum, associate dean
David Grossman, associate dean
Gerald Klement, administrative director
William VanEssendelft, director,
program management and development

Inter-College Program

Susan Stonefield, director
Philip Wagner, academic adviser
Josh Borowicz, academic adviser
Lupita Galvan, academic adviser

Program for Individualized Learning

Mary Sue Simmons, acting director
Archibald Leyasmeyer, faculty director
Suzanne Bates Smith, academic adviser
Bob Danforth, academic adviser
Betsy Leach, academic adviser
Linda Ellinger, academic adviser
Patricia Bathke, principal secretary
Blaine Cross, communications coordinator

University Regents

William E. Hogan II, Minnetonka, Chair
Patricia B. Spence, Rice, Vice Chair
Robert S. Bergland, Roseau
Julie A. Bleyhl, Madison
Warren C. Larson, Bagley
David R. Metzen, South St. Paul
H. Bryan Neel III, Rochester
Michael O'Keefe, Minneapolis
William R. Peterson, Eagan
Jessica J. Phillips, Morris
Thomas R. Reagan, Gilbert
Maureen K. Reed, Stillwater

University Administrators

Mark G. Yudof, President
Robert Bruininks, Executive Vice President
and Provost
Frank B. Cerra, Senior Vice President for
Health Sciences
JoAnne G. Jackson, Senior Vice President
for Finance and Operations
McKinley Boston, Jr., Vice President for
Student Development & Athletics
Mark L. Brenner, Vice President for Research
and Dean of the Graduate School
Carol Carrier, Acting Vice President for
Human Resources
Michael Martin, Acting Vice President for
Agricultural Policy
Thomas H. Swain, Acting Vice President
for Institutional Relations
Mark B. Rotenberg, General Counsel

Program for Individualized Learning

**This is the Program for Individualized Learning section of the
1997-1999 University of Minnesota University College Bulletin.**

The Program for Individualized Learning welcomes you to an environment of personal support and academic guidance that is 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.

We offer you the opportunity to use your creativity and academic skills in shaping your undergraduate college education. You will engage in one of the most stimulating and challenging experiences of your educational career—designing and implementing your own degree program.

The program represents a blend of tradition and innovation, allowing you to combine the best of conventional practices and resources with new concepts and strategies for defining curriculum, learning independently, and evaluating learning. We recognize the reservoir of knowledge and experience that distinguishes you as an adult student and respect your desire to exercise control over the content, structure, and pace of your learning.

History

The Program for Individualized Learning (PIL) began in 1971 as one of the original University Without Walls programs founded through cooperative efforts at institutions throughout the country. The program was based on the beliefs that people learn in many different ways, that they learn at different times and places in their lives, and that they should be actively involved in their own learning.

PIL is headquartered on the University's Minneapolis campus but students may work with faculty on any of the University campuses. While preserving flexibility, the program has earned a reputation as a rigorous, exciting undergraduate option attracting bright, energetic learners.

Criterion-Based Education

In considering a University of Minnesota education through this program, you are challenged to think about learning in new ways. A set of standards, called graduation criteria, is used to describe the basic academic structure of the bachelor's degree. These criteria, rather

than number of credits or courses, provide the framework for structuring your degree program and assessing its success.

You will use the graduation criteria to build your own degree program. We invite you to be creative and to use a variety of learning activities (courses and projects) to satisfy each criterion. Courses you have already completed may be used to address the graduation criteria; you will also have the opportunity to demonstrate learning you have already achieved through work, experience, and independent study. New learning activities may explore untapped interests or build on prior learning. The activities you select may represent diverse learning methods, e.g., independent projects, internships, work-based projects, and classroom and correspondence coursework.

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

A degree through PIL requires achievement and excellence equal to other baccalaureate programs at the University of Minnesota. The graduation criteria require in-depth knowledge in an area of concentration (depth criteria) and broad learning in the liberal arts (breadth criteria). Regardless of the area of concentration, the B.S. emphasizes your field of study while the B.A. emphasizes broader learning in the breadth criteria.

Depth Criteria: Area of Concentration

The program serves students who want to develop an area of concentration with some or all of the following attributes:

- focused on interdisciplinary or multidisciplinary studies, or a specialized study within a broader academic context;
- built on the academic strengths of the University;
- designed as a foundation for graduate or professional education;
- not readily available as a structured undergraduate degree program.

The areas of concentration of some recent students include

Environmental Communication
Community Development and Education
Integrative Studies in Film and Video

Conservation Biology
 International Business with emphasis on Russia
 Organizational Training,
 Development, and Communication
 Early and Celtic Christianity
 Children’s Mental Health
 International Development
 Family Systems in the Health Sciences
 Zoology and Zoo Management
 Health Care Administration
 Preservation of Historic Architecture

Breadth Criteria:
 Liberal Education Requirements

Learning in the liberal arts will compose one-third to one-half of your individualized degree program. The goal of liberal education is to help you explore new ideas, concepts, and ways of viewing the world. The liberal arts will form a foundation for your entire undergraduate education and will include study in six major areas: physical and biological sciences, history and social sciences, arts and humanities, mathematical thinking, communication, and understanding of place. In addition to acquiring fundamental knowledge in these areas, you will develop skills needed for a more in-depth study of the liberal arts. Many students admitted to the program have already completed much of their liberal education requirements; however, whether completed before or after admission, you will need to integrate aspects of this learning into your program at different stages.

A liberal education introduces you to the modes of inquiry and subject matter of the major branches of knowledge, including the factual information and theoretical or artistic constructs that form their foundations; the “ways of knowing”—the kinds of questions asked and how insight, knowledge, and data are acquired and used; the changes over time of their central ideas or expressive forms; and the interrelationships among them and with human society in general. To these ends, study by all undergraduates on the Twin Cities campus is guided by a common framework set forth by the Council on Liberal Education (CLE). The goal of the new requirements is to “promote students’ educational breadth across academic disciplines and interdisciplinary fields as well as foster in students a range of capacities characteristic of liberal learning.”

The new University liberal education requirements are integrated into PIL through its breadth criteria, learning matrix, and reading and writing criteria. Because PIL is not credit-based, the precise amount of learning needed to address the breadth criteria, learning matrix, and reading and writing criteria are developed on an individual basis. If you are transferring into PIL from another college at the University, you will be able to use any previously accepted liberal education learning as part of your PIL requirement.

Learning Matrix

To increase your perspective on the broad dimensions of liberal learning, your degree program will also include the examination of a set of liberal education themes. Each of the themes focuses on an issue of compelling importance to the nation and the world, the understanding of which is informed by many disciplines and interdisciplinary fields of knowledge. As you plan your learning activities for the breadth criteria, and in some cases the depth criteria, you will need to ensure that your degree program incorporates the following themes from the learning matrix:

I. Cultural Diversity: Understanding the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

II. International Perspectives: Understanding the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

III. Environment: Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

IV. Citizenship and Public Ethics: Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

V. Creation of Meaning: Understanding the ways people and cultures make meaning out of their existence through myths, religions, rituals, folklore, and other cosmologies.

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) extended studies in the area of concentration.

Criterion A: Primary Area Studies (B.A. and B.S.)—Through learning activities in your primary area studies, you will acquire familiarity with the basic literature and vocabulary of your field, 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 (B.A. and B.S.)—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: Extended Studies in the Area of Concentration (B.S. only)—You will complete learning activities that bring a broader perspective to your area of concentration. These studies will add knowledge that complements and expands on the primary area studies.

Breadth Criteria: Liberal Arts

As a PIL student, whether seeking a B.A. or B.S., your program will include study in the broad areas that typify a liberal education. All students will complete learning for criteria one through six; a minimum of two criteria should incorporate upper division learning. If you are seeking a B.A., you will undertake advanced studies in one of the core areas of a liberal education described in the first six criteria by completing learning for criterion 7.

Criterion 1: Physical and Biological Sciences—Your studies will involve comprehension of physical and biological principles; understanding of and an ability to use the methods of scientific inquiry—the ways in which scientists investigate physical and biological phenomena; and appreciation of the importance of science and the value of a scientific perspective. You will also include a laboratory or field experience in the physical sciences or a laboratory or field experience in the biological sciences. (Students admitted as freshmen after fall quarter 1994 must include laboratory or field experience in both physical and biological sciences.)

Criterion 2: History and Social Sciences—Your studies will involve knowledge of how historians and social scientists describe and analyze human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; and understanding of the roles individuals play in their historical, cultural, social, economic, and political worlds. You will also include historical perspective in your studies.

Criterion 3: Arts and Humanities—Your studies will involve understanding of approaches to the human condition through works of art, literature, and philosophy; knowledge of how artists create and humanistic scholars think; and ability to make aesthetic judgments. You will include knowledge in two of the following areas: literature, philosophical perspectives, and visual or performing arts.

Criterion 4: Mathematical Thinking—Your studies will involve acquiring mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; and appreciation of the breadth of applications of mathematics and its foundations.

Criterion 5: Communication—Your studies will involve examining communication theory and skills (excluding written communication in English). Learning may focus on developing second language skills or developing and refining knowledge and abilities in areas such as small group communication, public speaking and presentation, organizational communication, visual communication, and mass communication.

Criterion 6: Understanding of Place—Your studies will involve an understanding of your place in the world through examining relationships among nations, peoples, and cultures. This criterion specifically calls for you to make connections between a variety of perspectives, including historical, geographical, social, economic, artistic, cultural, and religious factors.

For B.A. programs

Criterion 7: Extended Studies in the Liberal Arts—Your studies will involve acquiring in-depth and advanced understanding of a focused liberal arts area; an interdisciplinary approach may also be proposed. Learning should include critical and theoretical understanding and upper division knowledge.

Reading and Writing Criteria

The ability to communicate effectively is a hallmark of a liberally educated individual and key to a successful and satisfying life. Your program will include knowledge and skill in writing and writing across the curriculum; you will be expected to develop your abilities in written communication from admission to graduation. Finally, your completed degree program will include at least four writing-intensive learning experiences.

Reading is a critical component of your area of concentration as you must expose yourself to the broad range of texts and journals of your field. As you carry out learning for the breadth criteria and learning matrix, you will clearly become involved with reading across many disciplines. As part of your PIL program, you will also be expected to include the study of literature (poetry, short stories, novels, and dramatic literature) as part of your learning for criterion 3 or the depth criteria. Through the study of literature you will have the opportunity to build skill and knowledge in writing as well as reading.

Liberal Education Requirements

You may fulfill the liberal education requirements with a number of courses and projects different from those of other students because some courses and projects serve multiple goals in the curriculum, e.g., some courses and projects can be used to address a breadth criterion and part of the learning matrix at the same time, while other courses or projects will satisfy only one criterion or theme.

You may transfer in courses to address these requirements, select new courses, demonstrate prior learning, or undertake new projects. The quarterly *Class Schedule* contains the general University requirements and lists all courses that fulfill them. In addition, the *Class Schedule* lists which of these courses are offered that quarter and which are tentatively scheduled for subsequent quarters during the academic year.

A Community of Learners

You create your own learning environment by tapping the expertise of many people. You will have the opportunity to work closely with University faculty who will provide guidance for your learning, instruction in many areas of study, and assessment of your academic achievement. You will work extensively with the program's advisers as you design and implement your educational program. You will also receive valuable assistance from the program's support staff.

You will have access to day, evening, and independent study courses from the University, independent and individualized study with faculty, and a variety of libraries, research centers, computing facilities, testing and counseling services, studios, theaters, laboratories, and galleries. In addition, you are encouraged to make effective use of resources in your work place and community. Those resources might include faculty and courses from other institutions or experts in business, government, the arts, and sciences.



"I always wanted to return to school but thought it would be too much of a conflict with my real life. The beauty of the PIL program is being able to fuse my life and academic pursuits. Without PIL, I would never have been able to accomplish something of which I'm surprisingly proud. In the past, I had always minimized the meaning of a degree. I now have a whole new appreciation of what an education means."

George Sand—B.A., *Visual Theatre: A Semiotic Approach*

Area Specialists:

University of Minnesota Faculty

For you to be admitted to the program, a University of Minnesota faculty member with expertise in your area of concentration must agree to serve as your area specialist. During the degree planning stage, your area specialist will work with you as you develop your area of concentration and select appropriate learning activities. Later in your program he or she will work with you on the planning and execution of your major project. Finally, your area specialist will join with others in assessing your readiness to graduate.

Academic Advisers:

UC Academic Professionals

As a student in the program, you will be assigned an academic adviser who is a specialist in individualized education. Your adviser will guide you through your degree program, offering advice, instruction, and assistance in areas such as project design and evaluation, research and writing, and preparing for graduation.

Administrative and Support Staff

The PIL program director and faculty director are committed to maintaining academic standards for the entire program and for each student. They will monitor and evaluate your progress toward a degree at several stages. They are also available as consultants to all students in the program. The members of the 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 PIL student, you may work with the University's faculty in a variety of ways, such as taking courses or having faculty evaluate independent projects. Approved experts from the community, as well as faculty from other educational institutions, may also work with you as project advisers and evaluators.

Students

Although PIL students share characteristics of self-direction, persistence, intellectual curiosity, and educational maturity, they are a highly

diverse group. Ranging in age from early 20s to mid-60s, their average age is 36. Most have previous college work and more than 80 percent are currently employed. Members of minority groups make up about 8 percent of the total, and 60 percent are women. While some students undertake their programs independently, most meet and work with fellow students through program seminars and other activities.

Many students find that PIL is excellent preparation for advanced education. Almost half of our graduates have gone on to graduate or professional schools; of these, more than 90 percent have been admitted to their first-choice school. Graduates also report that their programs have prepared them well for continued professional growth and development. Almost three quarters of our graduates are employed in areas directly related to the fields they studied.

A Four-Stage Program

Collaboration among students, advisers, staff, and faculty promotes an atmosphere of challenge and support that will assist you with the special demands of each stage of the program.

As in any college program, you must make a commitment of time, energy, and financial resources. The procedures for completing the various stages of the degree and for meeting PIL registration and tuition requirements are outlined below.

Specific registrations depend on the stage you are in and the learning activities you are pursuing. All registrations described below are required of PIL students. Note that University College credits are attached to all registrations in the program; see the Special Information section of this bulletin for a discussion of the use of credits in the program.

I. Admissions Stage

The admissions stage provides a chance for you and the program to learn about one another and to determine whether you and our approach to individualized learning are a good match. We are selective and encourage you to be selective, too. PIL meets the educational needs of some people, but is not the best option for everyone.

Once you have read this bulletin you can learn more through information meetings and, later, individual appointments. To arrange to attend one of our information meetings (early evening sessions are available), please call the PIL office at (612) 624-4020. If you are unable to attend, contact the office to make other arrangements.

To be considered for admission you must submit an application (available at information meetings or from our office) that documents your ability to undertake a self-directed, individualized degree program. We are looking for students who

- know why they are seeking a bachelor's degree and why PIL is a sound choice for them;
- are able to describe their proposed academic area of study; and
- write well in English.

Successful applicants tend to have the following characteristics: a specialized or interdisciplinary study area, a desire to take responsibility for their education, previous college work (one to two years of study), and significant experience related to their field of study.

Advisers are available to assist you during the admissions stage. They will answer questions and review a draft of your application before its formal submission. Though your formal application can be evaluated any time during the year, specific deadlines for each quarter are listed on the application. You will be notified in writing about the admissions decision.

If your application for admission is accepted, we will then work with you to identify a University of Minnesota faculty member with expertise in your area of concentration to serve as your area specialist. This person must agree to work with you before you can be fully admitted.

Note: It may be difficult to obtain area specialists in some fields of study. Many factors influence our ability to find appropriate people, e.g., the quality of your application (especially the description of your area of concentration), the number of appropriate faculty at the University, and the demands on the time and energy of the potential area specialist.

II. Degree Planning Stage

Your first PIL registration is the Degree Planning Seminar, an evening class offered each quarter that teaches new students how to design a degree plan.

UC 3211-3212. Degree Planning Seminar— During this class you will design your degree plan—a detailed outline of all completed and future learning activities (courses and projects) you intend to use to fulfill the graduation criteria.

To begin, you will develop a clear description of your area of concentration and select learning activities (courses and projects) relevant to your study area. You will learn or review the foundations of a liberal arts education and select appropriate activities. You will also learn to design independent projects based on prior or new learning. You will learn to investigate new areas of study, clarify projects, develop project proposals, do library research, organize your knowledge, determine strategies for demonstrating knowledge, frame questions for the evaluation of your learning, and work with your advisers. In the degree plan you will also identify how you intend to fulfill the learning matrix and the reading and writing criteria.

Once the degree plan is approved, it serves as an agreement between you and the program, and functions as a blueprint for the implementation of your bachelor's degree program. As you implement your plan you will undoubtedly make changes—a course you want is not available, a project you are doing becomes larger and more complex, new interests lead to different learning activities. When you consider making changes in your degree plan, consult with your advisers to ensure you are making appropriate alterations.

You are expected to complete your degree plan in one quarter. If you do not, you will receive an incomplete and have one additional quarter in which to complete the degree plan. You must have an approved degree plan to continue in the program.

III. Program Implementation Stage

Upon approval of your degree plan, you are ready to carry out your learning activities. You may complete a series of new independent projects, take classes through the University or other



“Because of the personal service and attention, I felt like I was the only student in PIL.”

Julie Ramirez—B.A., Environmental Geography with emphasis on South Asia

institutions, or seek evaluations for your projects based on prior knowledge. You will probably be involved in a combination of these activities.

You must submit a planning guide each quarter after completing your degree plan. This helps you to manage your academic work and is used by your advisers to track your academic progress. While in this stage you will register in the program for the following types of activities.

UC 3251. Individualized Study—

Individualized study involves developing, implementing, and having independent projects evaluated, whether based on new or prior learning. You register for UC 3251 when doing independent work. When you register for it you will attend the Individualized Study Seminar which meets four times during the quarter. Your first task will be to make a contract in which you identify the activities you plan to complete during the quarter. Those activities might include developing project proposals, evaluating prior learning, implementing independent projects, pursuing research efforts, performing directed field learning, gaining sound evaluations, and improving writing skills. Your activities for the quarter must be approved by the seminar instructor and by your academic adviser.

At the end of the quarter, if you have successfully completed the activities you identified in the contract at the start, you will receive a satisfactory notation on your transcript. If you have not completed your work, you will receive an incomplete. If you do not complete your work within a year of your UC 3251 registration, the incomplete will become permanent.

UC 3281-3282. Major Project—

The major project, usually the final learning activity of the program implementation stage, demonstrates expertise gained in your area of concentration. You will register for the major project at the end of the program implementation stage. It may take longer than one quarter to complete so you may elect to spread your registration over two quarters.

The major project is completed on an independent basis in consultation with your advisers who will assist you in areas such as project design, research strategy, and writing. You will receive an incomplete for the registration until the major project has been approved by your area specialist. The major project should be completed within 12 months of your initial registration in UC 3281-3282.

In addition to these registrations, you may also include a number of new courses in your degree plan.

New Courses—

New courses you select for your degree program may be taken through the University of Minnesota, including Independent and Distance Learning courses. You may also choose to take courses from other accredited colleges and universities in the United States or abroad. Other credit-based learning activities may be used in your degree program if you can make arrangements with an appropriate faculty member. You may take a regular course on an independent basis, study in a special area through individualized study, do guided research, or assist in teaching a course.

Any University of Minnesota courses you include in your program will require separate registration and tuition. The tuition and fees for other credit-based learning activities will vary. If you elect to complete some coursework at other institutions, you must pay the tuition rates of those institutions.

Your pattern of registration during program implementation will vary depending on the learning activities you select.

IV. Graduation Stage

Unlike most other programs, once you have finished the coursework detailed in your degree plan you have not yet gained your bachelor’s degree. After completing the learning activities described in your degree plan you will complete an extensive record of your undergraduate education, known as the graduation dossier, and submit this document for review by a graduation review committee.

UC 3291-3292. Graduation Preparation—

During the time you register for graduation preparation you will finish your graduation dossier, demonstrating completion of the requirements for a bachelor’s degree, as well as reflecting upon the learning which you acquired during your program. The dossier will include an introduction, an essay demonstrating your readiness to graduate, your major project, your University of Minnesota transcript, your PIL narrative transcript (written evaluations of independent learning), examples of your academic work, and your degree plan. To do this activity you register for UC 3291-3292. A preliminary review by your area specialist and

the program staff will provide a comprehensive assessment of your dossier to ensure that the graduation criteria have been met.

Preparation and approval of the graduation dossier may take longer than one quarter. You will receive an incomplete for the registration until the dossier has passed preliminary review. Preliminary review should be passed within 12 months of your initial registration in UC 3291-3292.

UC 3299. Graduation Review—

Your final PIL registration is for graduation review, which is required after passing preliminary review. For graduation review you submit the final version of your dossier for assessment by a graduation review committee. This committee will meet to evaluate your dossier and vote on the recommendation to award the baccalaureate degree. Once the recommendation has been approved by the faculty director, you will be awarded your University of Minnesota bachelor’s degree and may participate in spring commencement. This registration concludes with the meeting of that committee.

Note: Graduation with Honors

If your academic work is consistently at a superior level, you may qualify for graduation “with honors.” A high level of achievement must be seen in courses and projects for both the depth and breadth criteria. To qualify for a degree with honors you must demonstrate attributes such as excellent writing ability, comprehensive awareness of values, and distinction in the scope and quality of your work.

PIL Tuition and Fees

Each of the following registrations (1997-98 tuition rates) are required of all PIL students.

	PIL Credits	Tuition
UC 3211-3212. Degree Planning Seminar I & II	12	\$1,200
UC 3251. Individualized Study (a minimum of two required)*	6	\$600
UC 3281-3282. Major Project I & II	12	\$1,200
UC 3291-3292. Graduation Preparation I & II	12	\$1,200
UC 3299. Graduation Review	6	\$600
UC 3200. Continuing Studies	1	\$100

All coursework tuition and examination fees are added to these basic costs. University College tuition for PIL registration is \$100 per credit hour.

* Students undertaking significant amounts of independent, project-based learning will register for additional quarters of Individualized Study (UC 3251).

Note: Continuing Studies

During both the program implementation stage and the graduation stage you may need to use the following special registration. Please note that it is intended for particular circumstances, not for regular and continued use.

UC 3200. Continuing Studies—

You will register for UC 3200 any time you are working with your adviser on an incomplete PIL registration, or you have no other registrations but are conducting independent research and need access to resources such as the library and e-mail. When you are not using PIL resources for a project or other specific PIL activity, you will not register within the program. UC 3200 maintains your student status and provides you with ongoing academic advising and assistance in such areas as coursework selection, registration, and financial aid.

Financial Planning and Sources of Funding

Once you have decided to continue your education you need to begin financial planning. The cost of completing a degree through PIL varies with each student. Many students finance their education through personal income and savings. Additional funding can come from the following.

Tuition Reimbursement Programs—Many PIL students receive financial assistance from their employers. Contact your employer's personnel director or human resource development office to find out about this possibility.

Financial Aid Programs—As a PIL student you are eligible for the same financial aid as other University of Minnesota students. Specific credit requirements are established for full- and part-time students. You need to understand these and other requirements as you plan your educational financing. It is very important to investigate your eligibility as soon as possible.

Current Sources of Financial Aid—For information on financial aid sources, contact the Office of Scholarships and Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/624-1665).

All PIL registrations, with the exception of continuing studies, qualify for most forms of financial aid. There are limitations on the use of the University's Regents' Scholarship Program for University civil service employees.

Special Information

Use of PIL Credits

As noted earlier, the PIL program is not credit-based. However, we do use credits to ensure that your registrations are recognized within the University system and qualify for residency and financial aid requirements. The tuition credits attached to your registrations are not the same as conventional coursework credits, i.e., they are not used to measure your progress in the program or your readiness to graduate, nor are they necessarily transferable to other programs or colleges.

Use of Prior Learning

Most PIL students use knowledge or skills gained through prior learning as part of their degree programs. However, because we are not a credit-based program no credits are ever attached to that learning. During the degree planning stage you may design projects to demonstrate knowledge you have already acquired or develop new projects based on knowledge and skill gained in the past. While implementing your degree plan you may complete the projects and demonstrate your knowledge through a variety of methods, such as writing a research paper, giving an oral presentation, or preparing a video presentation. Evaluations of work completed through prior learning or independent projects are recorded on the narrative transcript and become a permanent part of your University of Minnesota academic record.

Transfer of Prior Credit

Many students entering the program have college credits from their previous education. The University admissions office will evaluate transfer credits from other accredited institutions. Credits earned from testing programs such as CLEP may be used if the scores meet the standards required by your particular program. Credits from vocational and

technical institutions cannot be transferred into the University; however, in special cases when the learning is required for your program, the credits may be used to document the learning achieved.

Residency Requirements

PIL students fulfill the University's residency requirement through program registrations, not necessarily through physical presence on campus. All students, regardless of where they live, will be expected to make regular campus visits during their programs. Students will be expected to attend seminars and establish a pattern of regular visits with advisers on campus. Those few students admitted who live beyond commuting distance will make two or three visits to campus each year. If you are doing extensive independent learning projects, you are apt to visit more often to meet with faculty advisers and evaluators. The timing and length of campus visits are negotiable.

Applications from Students Living Outside the Twin Cities Area

PIL will consider applications from students living within commuting distance of the Twin Cities metropolitan area. As with all students, to be considered for admission, you must have completed at least 45 college credits. The program will also attempt to serve former University of Minnesota students who live outside the region, but they must have completed about 90 credits.

Length and Cost of the Program

It is difficult to predict the length of time or the cost required to complete a PIL degree program. It usually requires about as much time as a traditional program. It does, however, provide you with greater flexibility and control of your time.

A number of factors affect how long it takes, including amount of previous coursework, amount and relevance of previous independent learning, amount of time you have available to devote to your studies, and your skills as a self-directed learner.

The cost of a PIL degree program will vary greatly. Factors that influence the cost include the amount of prior coursework, the new educational resources and strategies you plan to use, your individual educational goals, and your registration unit.

Time Commitment

In thinking about your undergraduate education you need to plan for the significant amount of time any program requires. If you are like most of our students, you are busy and it will be important for you to determine how you will fit your education into your schedule. You will need to decide what you will give up in order to continue your education and how you will structure your life around a new set of demands.

Academic Progress

You will be expected to undertake and complete a minimum of one approved learning activity (course or project) per quarter for two quarters every year; you will also be expected to be inactive for no more than two quarters in a row. This policy encourages you to make consistent progress through the program.

Computer Resources

Currently enrolled University students are issued an e-mail account and password, giving them free access to many different computer resources. If you do not own a computer, special educational rates through the University of Minnesota Bookstores make purchase easy. If you cannot afford to buy a computer, labs on campus provide free access to computer resources and training. PIL students are expected to have or develop computer literacy and are strongly encouraged to take full advantage of University computer resources.

For more information about getting started with computers at the University of Minnesota, call the Computer Help Line at (612) 624-4276 or stop by 152 Shepherd Laboratories, 100 Union Street S.E., Minneapolis, MN 55455.

I n t e r - C o l l e g e P r o g r a m

**This is the Inter-College Program section of the 1997-1999
University of Minnesota University College Bulletin.**

The Inter-College Program (ICP), founded in 1930, reflects the University's history of commitment to individualized undergraduate education. ICP offers you the opportunity to design your own bachelor of arts or bachelor of science degree program using the educational resources of two or more colleges at the University. You may draw upon the offerings of nearly the entire University in selecting courses for a degree program, and must include coursework from at least two different colleges within the University system.

If you want to pursue fields of study from different colleges, use special learning resources in your program, and seek increased responsibility for your undergraduate education, then ICP may be the program for you.

ICP Degree Program Design

Your ICP degree program may be structured in one of the following ways:

- A cross-college program with two areas of concentration. You might develop a program that combines, for example, business and history or horticulture and French. For the B.A. degree you must complete 28 upper division credits in each of the two areas and the program's second language requirement. For the B.S. degree you must complete 32 upper division credits in each area and 12 supporting upper division credits.
- A cross-college program with three areas of concentration. You might develop a program that combines, for example, business, speech-communication, and psychology or one in housing, child psychology, and public health. For the B.A. degree you must complete 28 upper division credits in one area and 20 in each of the other two areas as well as the program's second language requirement. For the B.S. degree you must complete 32 upper division credits in one area, 20 in each of the other two, and 12 supporting upper division credits.
- A thematic program integrating learning around a clearly focused subject. For example, you could create a thematic program around "Aging Studies" and include courses from sociology, public health, family social science, education, and social work. A thematic program must include carefully

integrated coursework from more than three departments, with no more than 20 credits in any one department. Thematic programs are appropriate only when students' objectives are clearly focused on one topic and pursuit of that topic cannot be accomplished in a two- or three-area program. For the B.A. degree you must complete 56 upper division credits as well as the second language requirement; for the B.S. degree you must complete 76 upper division credits.

Special Learning Resources

As an ICP student you may incorporate a variety of learning experiences other than formal courses into your degree program. For example, you might consider internships, foreign study, independent study, or directed research.

Admission Process

Being admitted to ICP is challenging and takes both time and thought. It is a two-stage process that includes working first with ICP academic advisers and then with faculty advisers in your areas of concentration. You will learn to describe your goals and identify ways of achieving them. In the process, you may discover several new alternatives for your education. Our experience with other students indicates that the ICP degree-planning process may take you up to one quarter to complete. It is important for you to plan ahead and set aside enough time to complete this task. To learn more about the Inter-College Program and begin the process of becoming an ICP student, you attend a First Step meeting.

First Step Meetings

Several times each week ICP holds a small-group informational session called a First Step meeting. At this meeting an academic adviser will help you understand ICP and provide guidance for completing the application process. We also explore other alternatives with you to determine which programs at the University might best meet your educational goals.

To schedule an appointment for a First Step meeting, please call (612) 624-2004 or visit the ICP office at 107 Armory, 15 Church Street S.E., Minneapolis, MN 55455.

Developing Your Degree Proposal and Plan

Meetings with Academic Advisers

After attending a First Step meeting, you continue the admission process by working individually with an ICP academic adviser to develop a degree proposal. This proposal will include a comprehensive statement of your academic and career goals and a corresponding list of the courses and other activities you intend to use in your degree program. Through meetings with an academic adviser, you will refine your proposal and identify the best courses and special learning resources to achieve your educational goals.

Preparing Your Statement of Academic and Career Goals

Your first task in developing your degree plan is to prepare a statement of your personal educational goals and objectives. While your statement need not be lengthy, it must clearly describe what you want to learn and why. You will identify the specific skills, information, or knowledge that you hope to acquire and your reasons for wanting them. We also want to know about your long-range goals: Do you plan academic study beyond the baccalaureate or are you planning for a particular career?

Preparing Your Course List

The second part of the degree plan is the course list, which presents the learning experiences you are proposing for your degree program.

Admission Requirements

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

- a 2.00 grade point average (GPA) in overall coursework, in upper division coursework, and in each of your major areas of concentration, computed separately;
- completed 80 credits of college-level learning;
- completed at least 15 credits from the University of Minnesota;
- completed at least 3 upper division courses, for a minimum of 9 credits total;
- developed a degree plan that includes:
 - 1) a description of your academic and career goals (remember that these goals need to be intercollegiate in nature), and
 - 2) an outline of the courses you propose for your degree program (remember that your degree plan may not parallel or duplicate existing degree programs at the University);
- completed designated prerequisites and/or met GPA requirements with areas of concentration in Carlson School of Management, Institute of Technology, School of Public Health, Mass Communications, Speech-Communication, English, Human Ecology, and other colleges or departments that require prerequisites for use of their coursework in an ICP program; and
- obtain approval of your proposed degree plan from at least two designated faculty/departmental advisers.

Application Deadlines

The Inter-College Program has application deadlines for fall, winter, and spring admission. To be considered for a specific quarter, all application materials, including your faculty-approved degree plan, must be submitted to the ICP office by the application deadline for that quarter. Deadlines are mid-April for fall quarter, mid-October for winter quarter, and mid-January for spring quarter. Be sure to start the admissions process at least eight weeks before the deadline you'd like to meet. Contact the ICP office for specific deadlines.

Liberal Education Requirements

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

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

The Diversified Core Curriculum

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

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

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

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

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

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

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

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

The Designated Themes of Liberal Education

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

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

Cultural Diversity. Understanding of the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

International Perspectives. Comprehension of the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

Environment. Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

Citizenship and Public Ethics. Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

Writing Skills

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

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

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

Minnesota Transfer Curriculum

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

You will develop a list of all the courses and other learning experiences you plan to complete in your ICP degree program, including appropriate courses you have already taken.

Meetings with Faculty Advisers

As part of the admission process you will need to meet with at least two ICP-designated, University faculty members knowledgeable in the areas of study you have selected for your degree program. Your ICP academic adviser will refer you to appropriate faculty advisers who will help you clarify your objectives and select the best learning activities to achieve your goals. They must approve your proposed degree plan before you are eligible to formally apply to ICP.

Completing Your ICP Degree

Once you have been admitted to ICP you may take day, evening, or correspondence courses.

Your faculty advisers will advise and assist you throughout your ICP program. If necessary, they will help revise your degree plan as you move through your program and may help you design and complete independent studies and research.

ICP's academic advisers are also available to assist you throughout your degree program. They will answer questions about revisions in your program, independent study, honors options, and completion of graduation requirements.

Career and Placement Services—It is important to plan early as you prepare for a specific career or for admission to graduate or professional schools. ICP academic advisers will refer you to appropriate career development and

placement services on campus and assist you in planning for graduate or professional education.

Financial Aid—Many forms of financial assistance are available to all University students. You may qualify for grants, loans, scholarships, or work-study. For information on all sources of financial aid and to obtain the application packet, contact the Office of Scholarships and Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-1665). If you are employed, it is possible that your company has a tuition reimbursement program; contact your personnel or human resource development office for information on such programs.

Liberal Education

An important component of any baccalaureate degree is a foundation in liberal education. These studies provide breadth to your education and help you integrate different academic disciplines—from arts to sciences—and methods of inquiry. As an ICP student, you must complete liberal education requirements as part of your degree.

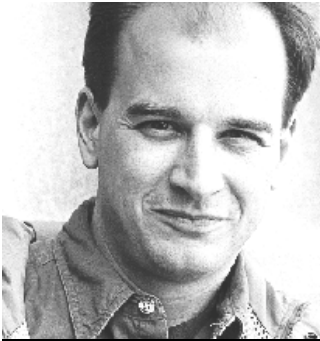
In addition to the liberal education requirements, ICP students must also complete one lower division and one upper division composition course, one course in oral communication, and have two years of college study (or equivalent) in a second language.

If you were admitted to the University before fall 1994, you will fulfill an earlier set of ICP liberal education requirements, available from the ICP office.



“ICP worked for me. I like controlling my own destiny with lots of support at the same time. I was listened to and guided, but given the freedom to make choices. I felt I had access to the best resources of the University that applied to my field.”

Marion Nelson—B.S., *Youth and Minorities at Risk*



“ICP was the perfect place to organize courses from the Colleges of Natural Resources and Biological Sciences that reflect my interests in environmental consulting and natural history interpretation.”

Stan Tekeila—B.S., Natural Resources and Life Sciences

ICP Honors Options

ICP offers two honors options. The ICP Honors Program provides you with the opportunity to use a number of special learning activities in completing your undergraduate education. The other option, Graduation With Distinction, is a form of recognition awarded when you graduate.

The ICP Honors Program— Graduating With Latin Honors

This program gives your degree program more depth, breadth, and recognition by providing avenues for individual expression and superior academic performance. In this program you participate in honors opportunities, complete an honors project, and achieve a minimum GPA.

Each honors level requires a minimum GPA.

Cum laude requires a 3.30, *magna cum laude* requires a 3.50, and *summa cum laude* requires a 3.75. The honors GPA is based on your program’s last 90 credits and must include all upper division coursework in your areas of concentration and supporting areas. Students in the Honors Program must complete four honors opportunities, including one honors seminar; an honors project must be completed for *magna* and *summa cum laude*.

Admission to the Honors Program requires that you have completed at least 90 college credits with an overall GPA of 3.20 and have a minimum of two quarters remaining before graduation. For specific information on the Honors Program designations, requirements, and opportunities, contact the ICP office.

Graduation With Distinction

You may qualify for this option if your scholastic performance is high but you do not complete the honors program. If you graduate with a 3.60 honors GPA you will graduate “with distinction.” If you graduate with a 3.80 honors GPA you will graduate “with high distinction.” These GPAs are computed from the last 90 credits completed toward your baccalaureate degree, including all upper division credits in your areas of concentration. The appropriate level of distinction will automatically be granted at graduation.

Graduation Requirements

To earn your ICP degree, you need to satisfy the following graduation requirements:

- complete the courses and other learning activities selected for your ICP degree program;
- complete liberal education requirements for the B.A. or B.S.;
- complete 180 credits, including transfer and extension courses;
- complete 75 upper division credits for the B.A., 76 for the B.S.;
- complete 45 University of Minnesota credits that apply to the degree;
- complete a residency requirement of at least two quarters (20 credits minimum); and
- maintain at least a 2.00 GPA overall, in upper division work, and in degree program work, computed separately.