

University College
University of Minnesota Bulletin
1988-90



University College

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General Information

This biennial bulletin describes the programs, procedures, and requirements of University College. Other college bulletins may be obtained by contacting Student Support Services, 110 Williamson Hall, University of Minnesota, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-3030).

Policies

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be released to a third party without the student's permission. The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, telephone number, dates of enrollment and enrollment termination, college and class, major, adviser, academic awards, honors received, 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 Center in 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).

Postal Statement

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Introduction and Program Descriptions



Introduction and Program Descriptions

For more than 55 years, University College (UC) has opened up educational opportunities for highly motivated students who need flexibility in using the resources of the University to achieve their bachelor of arts or bachelor of science degrees. UC's students have developed degree programs that are tailored to their own interests and talents. Through University College the rich resources of the University's faculty and staff are made available to serve the individual undergraduate student. UC 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, UC graduates gain a strong sense of ownership of their education and confidence in how that education is related to their lives.

University College serves two groups. It serves students by providing them with educational alternatives. It serves faculty by letting them develop and test innovative approaches to undergraduate education. The two groups, working in concert, help to diversify the learning experiences that the University can provide.

Students

About 500 students actively pursue bachelor's degree programs through University College at any given time. These women and men are taking courses and working with individual faculty members from all colleges at the University. They have all 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 University College students are older than the traditional 18- to 22-year-old undergraduate; many have heavy 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. University College 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.

Faculty

University College does not have its own resident faculty. Instead, it draws 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 their degrees. Each year, more than 300 faculty members are involved in University College programs. They have opportunities for new forms of participation in their students' educations, and they provide a rich variety of intellectual resources and leadership.

Degree Programs

From its founding in 1930 until 1970, UC administered a single degree 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 are now permanently housed in other units of the University. The Program for Individualized Learning (formerly called "University Without Walls") began as one of these experiments and is now the second permanent program of University College.

The Inter-College Program offers students a credit-based, individualized baccalaureate degree program that draws upon the curricular offerings and other educational resources of the entire University community. With no single col-

lege's curriculum promoted, students incorporate both day school and extension registration. The degree program provides an alternative to the traditionally structured major by providing students with the flexibility to incorporate coursework from more than one college to achieve their educational goals.

The Program for Individualized Learning serves the self-directed adult learner who wishes to design and complete a criterion-based, individualized program of study that incorporates a variety of educational resources and learning strategies such as independent learning projects. The program offers the opportunity for students to work in close collaboration with academic and faculty advisers. The Program for Individualized Learning serves primarily those students who live in the Twin Cities, in Minnesota, and in adjacent states. The program also serves a few students living outside the region, nationally and internationally, who have special attributes and needs that make the program appropriate.

Special Programs in University College

Independent Study (UC 3075)

The College offers an opportunity for undergraduate students, regardless of college affiliation, to pursue projects that go beyond the scope of any single department or college. Projects are interdisciplinary in nature or are completed in departments that do not offer an undergraduate independent study course for nonmajors. Students may take from 3 to 15 credits of UC 3075 Independent Study. For more information, contact the Inter-College Program.

UC Merit Recognition Program (for UC students only)

With the support of UC alumni and the J. W. Buchta Memorial Fund, the College has established a merit recognition pro-

gram. It consists of two annual awards for outstanding academic achievement and a small grants program to encourage and support independent study.

The Dean J. W. Buchta Merit Award: Up to five \$1,000 awards are given biannually to high-achieving UC students to advance their progress toward degrees. The award is named for a greatly respected physics professor and director of University College.

Director's Award for Outstanding Project: One annual award of \$300 is given for outstanding degree-related work completed by a UC student during the year.

Project Support Grants: Small grants ranging from \$25-200 are available quarterly to cover unusual costs associated with creative, independent research study proposals.

University College's Cargill International Study Awards

With financial support from the Cargill Corporation, UC has established International Study Awards to support and encourage UC students to include foreign educational study and/or service as part of their undergraduate degree programs. Four awards, ranging from \$500 to \$1,500, will be available each year.

Directory

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Introduction and Program Descriptions

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Student Affairs

Program for Individualized Learning



Program for Individualized Learning

The staff of the University College Program for Individualized Learning welcomes you to an environment of personal support and academic guidance characteristic of small colleges. At the same time, you hold the key to one of the largest universities in the country, rich in educational resources and nationally recognized for the excellence of its faculty.

The Program for Individualized Learning offers you the opportunity to use your creativity and academic skills in shaping your 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 an unusual 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 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 belief 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.

Since its inception the program has offered the B.A. and B.S. degrees in individually designed fields of study. Today we complement our degree program with expanded advising services for adult students who need special assistance in using the resources of the University. The Program for Individualized Learning is headquartered on the University of Minnesota's Minneapolis campus. Students work with faculty on one of the various

campuses of the University. In 1974, a branch of the program was established on the University's Morris campus specifically to serve residents of west central Minnesota.

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 the Program for Individualized Learning, you are challenged to think about learning in adventurous new ways. A set of standards, called graduation criteria, is used to describe the basic academic structure of the bachelor's degree. The graduation criteria, rather than numbers of credits or classes, provide a framework for structuring your degree program and for assessing the successful completion of your bachelor of arts or bachelor of science degree.

You will use the graduation criteria to build your own degree program. For each criterion you use, we invite you to be creative and to use a variety of learning activities (courses and projects). Some activities will be courses you have already completed, while others will be projects based on knowledge you have already acquired through independent learning and experience. New learning activities may explore untapped interests or build upon prior learning. The activities you select may represent a wide diversity of 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

Completing a degree through the Program for Individualized Learning requires a level of achievement and excellence equal to that of other baccalaureate programs at the University of Minnesota. The graduation criteria are designed to require in-depth knowledge in

an area of concentration (depth criteria) and broad learning in the liberal arts (breadth criteria).

The B.S. degree places emphasis on your field of study, while the B.A. places greater emphasis on broader learning in the liberal arts. Either degree can be earned in almost any field of study.

Depth Criteria: Area of Concentration

The Program for Individualized Learning is designed to serve students who want to develop an area of concentration with some or all of the following attributes:

- focussed on interdisciplinary or multi-disciplinary studies, or a specialized study within a broader academic context;
- built upon the unique 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 Education
Community Development and Public Policy
Performance Art
Theoretical Physics
International Journalism
Organizational Training and Development
Visual Communication
Chinese History
Zoology with Emphasis on Ornithology
Family Systems: Intercultural Emphasis
Industrial Chemistry
Health Care Administration
Preservation of Historic Architecture

Breadth Criteria: Liberal Arts

Learning in the liberal arts will compose one-third to one-half of your Individualized Learning degree program. The goal of liberal arts study is to help you explore new ideas, concepts, and ways of viewing the world. The liberal arts will form a



Profile: Gene Tierney

B.S. in urban
development
administration

Gene Tierney knew what he wanted to learn and what he hoped to do, but no established field of study that provided the resources. So he came to the Program for Individualized Learning in 1981 and created a new, interdisciplinary area of concentration. In collaboration with faculty from the Hubert H. Humphrey Institute of Public Affairs and the School of Architecture and with advice from experts in the community, Gene designed a program that integrated study and work experience in fields such as economics, law, real estate, architecture, and public policy.

While completing his B.S. degree in urban development administration, Gene found a new position with the Harris Company, an organization involved in rebuilding the urban environment. He became active in a unique plan to turn an old, poorly used building into a multi-purpose square for use by new businesses.

Calhoun Square was a success, and Gene kept learning and growing in the process. His major project was an analysis of how Calhoun Square developed.

Currently, Gene is working on a project involving the transformation of two blocks in the center of the city, a project that may have dramatic effects on the future development of downtown Minneapolis. He graduated during the summer of 1986 and is now thinking about graduate school. In reflecting on his education, Gene said that the program "acted as a bridge between my educational interests and the instructional resources of the University. . . . I was allowed to create a student-driven curriculum that not only resulted in a degree, but also maximized the potential of my education."

Program for Individualized Learning

foundation for your entire undergraduate education. You will include study in four major areas: social sciences, humanities, the arts, and science and technology. In addition to acquiring fundamental knowledge in these areas, you will develop the skills needed for more in-depth study into the liberal arts. Many students admitted to the program have already completed much of their liberal arts learning; however, whether the liberal arts are done before or after admission, you will need to integrate perspectives from this learning throughout your program.

Learning Matrix

Because a baccalaureate degree is more than the sum of its parts, our expectations go beyond a list of specific "requirements." Therefore, as you are planning your learning activities for the depth and breadth criteria, you will need to ensure that your degree program incorporates the following essentials:

I. Otherness: Your studies will include an exploration of cultures substantially different from the ones in which you have been educated. For most students this means the study of a non-Western culture or society; it may also mean the study of a non-white or a non-majority culture within your own society.

II. Time and Place: Your studies will include development of historical and geographical perspectives on culture and society. You should gain a clear sense of your place in time—past, present, and future. You should develop a sense of the spatial relationships among nations and cultures. Students who do not have a clear sense of world history and world geography should include broadly based studies that will assure such an awareness.

III. Primary Texts: Your studies will include familiarity with original works, whether the written texts of philosophy, religion, and history, or the painted, constructed, performed texts of arts, architecture, and music. Reading of literature (poetry, short stories, plays, and/or novels) must be included.

IV. Communication: Your studies will include knowledge and command of written and spoken English. You are expected to maintain and develop your abilities in written communication throughout your program. Understanding and skill in other forms of communication (e.g., interpersonal, organizational, small group, and presentational) should be integrated into many aspects of your degree program. You should also seek opportunities to develop communication skills based on formal or symbolic systems (e.g., work in

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.

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

Breadth Criteria: Liberal Arts

Whether you are seeking a B.A. or B.S. degree, your program will include learning activities to address breadth criteria 1 through 5. If you are seeking the B.A. degree, you will also carry out learning activities for criterion 6.

Criterion 1: Social Sciences (The Individual and Society)—Your studies will involve understanding of individual behavior, social systems (group behavior), and social institutions. Typical academic disciplines include psychology, sociology, political science, anthropology, economics, and geography.

Criterion 2: Humanities (Cultural Heritage and the Search for Meaning)—Your studies will involve understanding of historical perspectives, cultural perspectives, and seminal thinkers and writers. Typical academic disciplines include history, philosophy, literature, humanities, and religious studies.

Criterion 3: The Arts (Artistic Imagination)—Your studies will involve understanding of analysis and interpretation, historical perspective, and the relation of art and culture. Typical academic disciplines include art history, studio art, theatre, music, literature, dance, and film.

Criterion 4: Science and Technology (Scientific Inquiry)—Your studies will involve understanding of scientific questions and value systems; methods, vocabulary, and approaches of science (to include direct observation or laboratory experience); and science, technology, and society. Typical academic disciplines include geology, astronomy, biology, chemistry, physics, ecology, and zoology.

Criterion 5: Tools of Investigation—Your studies will involve a broad range of activities designed to provide an avenue of access to a deeper understanding of one of the liberal arts areas of study described above. Tools of investigation include areas of study such as: foreign languages, mathematics, statistics, computer science, research methods, critical analysis, artistic techniques, and performance.

For B.A. Programs

Criterion 6: Extended Studies in the Liberal Arts—Your studies will involve an in-depth and advanced understanding of a liberal arts area (criteria 1 to 4). You will develop an integrated focus in one breadth criterion. (An interdisciplinary approach may be proposed.) Your learning should include critical and theoretical understanding and upper division level knowledge.

Summary of Criteria Requirements

All students address depth criteria A and B and breadth criteria 1 through 5. B.S. candidates complete extended studies in the area of concentration (criterion C) and B.A. candidates complete extended studies in the liberal arts (criterion 6).

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mathematics, logic, statistics, computer science, accounting, and linguistics).

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 members, 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 Individualized Learning advisers and administrators 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 correspondence courses offered by the University, independent study with faculty, and a variety of libraries, research centers, testing and counseling services, studios, theatres, laboratories, and galleries. In addition, you are encouraged to make effective use of resources in your work place and your community. Those resources might include faculty and courses from other institutions, or experts in business, government, the arts, and the sciences.

Area Specialists:

U of M Faculty

In order 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

When you become a student in the program, you will be assigned an academic adviser who is a specialist in individual-

ized education. The academic 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 preparation for graduation.

Administrative and Support Staff

The program director and faculty director of the Program for Individualized Learning are committed to the maintenance of 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 an Individualized Learning student you may work with the University's faculty in a variety of ways—for example, by taking courses or by using faculty as evaluators of 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.

The Students

Although students in the Program for Individualized Learning share characteristics of self-direction, persistence, intellectual curiosity, and educational maturity, they are a highly diverse group. Ranging in age from their early 20s to their mid-60s, their average age is 36. Most have previous college work. Over 80% are currently employed. Members of minority groups make up about 8% of the total. Although most of our students live in Minnesota (79%), many within the seven-county metropolitan area, others reside throughout the United States (18%) and a few in other countries (3%). While some never meet another Individualized Learning student face-to-face, most meet fellow students through the Degree

Planning Seminar or other program activities. Students living in the same city or region may contact one another for mutual support and study.

Many students find that the Program for Individualized Learning is excellent preparation for advanced education. According to a 1982 study, approximately 60% of our graduates have gone on to graduate or professional schools; of these, nearly 88% have been admitted to their preferred institution. Graduates also report that their programs have prepared them well for continued professional growth and development. Over 80% of our graduates are employed in areas that are directly related to the fields they studied.

A Four-Stage Program

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

Admissions Stage

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

Once you have read this bulletin, you can obtain more detailed knowledge through information meetings and individual contacts. If you are able to visit the Minneapolis campus, you should plan to attend one of our information meetings (early evening sessions are available) by calling the Individualized Learning office (612/624-4020). If you are unable to visit campus, additional information can be obtained over the telephone or through personal correspondence with the admissions coordinator.

To be considered for admission, you must submit an application form, available from our office, that documents your



Profile: Karen Lindberg

B.S. in
management,
communication,
and leadership

Karen Lindberg sought out the Program for Individualized Learning as part of her search for a career change.

She had been a successful entrepreneur, but was now looking for a career in a larger organization. Through a combination of courses and independent learning projects, she received recognition for her strong skills and knowledge in management while earning her B.S. in management with an emphasis in communication and leadership. She selected the Program for Individualized Learning because it offered her the opportunity to design her own degree and to take responsibility for her own education. Both of these factors were important to her educational, professional, and personal development.

Karen found that studies in the liberal arts were particularly gratifying because she was able to learn about some subjects, like the art of film, that were natural extensions of her own lifelong interests. In reflecting on her education, Karen believes that the experience of individualized learning and coursework in the liberal arts have increased her concern for the well-being of both herself and others.

Karen graduated in 1986 and is now pursuing an advanced degree in training and development at the University of Minnesota. Karen feels that "a degree from this program bears witness to a student's entrepreneurial spirit as well as a student's unique mobilization of a body of knowledge, skills, and abilities. The opportunity to design and implement a personal degree plan was an affirmation of self-worth, an exercise in innovation, and a powerful motivator for performance. It was a profound catalyst enabling personal growth through education renewal processes."

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ability to undertake a self-directed, individualized degree program. In the application you must:

- 1) explain the reasons you are seeking a bachelor's degree,
- 2) explain the reasons you find the program appropriate for you,
- 3) describe your proposed area of concentration,
- 4) identify ways you might acquire learning in the liberal arts,
- 5) design a possible learning project, and
- 6) demonstrate a command of written English.

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

If you meet our qualifications for admission, you will then work with us 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. Once you have an area specialist, you are ready to begin the next stage.

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. Owing to educational, licensing, and other requirements, we are rarely able to serve students in areas such as engineering, accounting, and public school teaching.

Degree Planning Stage

During your first quarter in the program, you will design your degree plan. It is a detailed outline of all completed and future learning activities (courses and projects) you intend to use to fulfill the graduation criteria. In the degree plan you will provide a clear description of your area of concentration and will identify which criteria you intend to satisfy.

You will receive instruction and assistance in degree planning through one of two methods. The Degree Planning Seminar, an evening class offered each quarter, teaches students how to design a degree plan. Individual arrangements are made for distant students and local students with special needs. Most students complete the degree planning stage within one quarter.

To begin, you will develop an area of concentration and select learning activities (courses and projects) to achieve knowledge of your study area. You will learn about 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, or projects that demonstrate knowledge already acquired. Once the degree plan has been approved, it serves as an agreement between you and the Program for Individualized Learning, and functions as a blueprint for the implementation of your program.

Program Implementation Stage

Upon approval of your plan, you are ready to carry out your learning activities. You may start by completing a series of new independent projects, taking classes through the University or another institution, or seeking evaluations for your projects based on prior knowledge. You will probably be involved in a combination of these activities.

To achieve your learning goals you will use the following types of registrations:

1. **Directed Individualized Study** is used during those quarters when you

need assistance in developing, implementing, and evaluating independent projects, whether based on new or prior learning. Through seminars and individual academic advising, you will learn to investigate new areas of study, clarify appropriate 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.

2. **New Courses** you select to use in your degree program may be taken at the University of Minnesota through day school, Extension Classes, or Extension Independent Study. 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 as part of your degree program, if you can make arrangements with an appropriate faculty member. You may take a regular course on an independent basis; you may study in a special area through directed study; you may do guided research; and you may assist in teaching a course on campus.

3. The **Major Project**, usually the final learning activity of the program implementation stage, demonstrates the expertise you have gained in your area of concentration. During this activity you will receive assistance in project design, research strategy, and writing. The major project will be completed on an independent basis in consultation with your advisers.

Your pattern of registration during program implementation will vary depending on the learning activities you select. The registration process is explained in detail in a later section.

Graduation Stage

After completing the learning activities described in your degree plan, you will prepare a graduation dossier demonstrating completion of the requirements for a bachelor's degree. The dossier will include: an introduction, an essay demon-



Profile: Ronald Trent Judy

B.A. in
philosophy and
culture

After graduating from a Minneapolis high school and studying Arabic at the Islamic Center in Washington, D.C., Ronald Trent Judy became the first American student ever admitted to the College of Arabic Language at Al-Azhar University in Cairo. Three years of study in the Department of Linguistics and Literature at Al-Azhar University provided the basis for what became his major project, *Medieval Muslim Epistemology*.

Since graduating from the Program for Individualized Learning in 1981 with a B.A. in philosophy and culture, Ronald has completed his M.A. and is currently completing his Ph.D. in comparative literature at the University of Minnesota.

Ronald's interests are not limited to high academic achievement; he has also served as an adviser and tutor to minority and international students as well as a teacher of Arabic literature and freshman composition.

Ronald's scholarly career is developing well. His graduation essay for the Program for Individualized Learning, *Cultural Marginality in the Third World*, previewed his current research interest in cultural analysis. He has presented papers at annual meetings of the Modern Languages Association, and his paper, "The Arabic Novel: Production of Marginal Space," will appear in *Cultural Critique*. According to Ronald, the program "promoted the integration of different ideas, experiences, and ways of thinking and recognized the uniqueness of the individual."

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strating your readiness to graduate, your major project, your University of Minnesota transcripts, your Individualized Learning narrative transcript (written evaluations of independent learning), examples of your academic work, and your degree plan.

A preliminary review by your area specialist and the program staff provides a comprehensive assessment of your dossier to assure satisfaction of the graduation criteria. Finally, a graduation committee meets to evaluate your dossier and to vote on the recommendation to award the baccalaureate degree. Once the recommendation has been approved, you will be awarded your University of Minnesota bachelor's degree and may participate in spring commencement.

Graduation with Honors

If your academic work is consistently at a superior level, you may qualify for graduation with honors. This 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, keen awareness of values, and distinction in the scope and quality of your work.

Registration and Tuition System

As in any college program, you must make a commitment of time, energy, and financial resources to support your academic studies. The procedures for meeting the registration and tuition requirements of the Program for Individualized Learning are outlined below.

You will use a registration system based on the stages outlined in the previous section. The specific registration will depend on the stage you are in and the learning activities you are pursuing. Some form of Independent Learning registration is required each quarter after you are admitted. You should note that University College credits are attached to all but one registration in the program;

see the "Special Information" section for a discussion of the use of credits in the program.

Coursework Registration and Tuition

—Any University of Minnesota courses you decide to include in your program will require separate registration and tuition. The tuition for day school courses will be based on University College tuition rates, while tuition for Extension Classes or Independent Study courses will be based on the tuition of the relevant college. The tuition and fees for other credit-based learning activities will vary. If you elect to complete some coursework at other institutions, you would be subject to the tuition rates of those institutions.

Degree Planning Stage

UC 3211. DEGREE PLANNING.
(12 credits)

During this registration you will plan your own individualized degree program based on the Individualized Learning graduation criteria. You are expected to complete your degree plan in one quarter. If you do not do so, you will receive an incomplete and will have one additional quarter in which to complete the degree plan. You must have an approved degree plan to continue in the program.

Program Implementation Stage

Students must submit a plan of study for each quarter after completing their degree plans. The plan will help you in managing your academic work and is used by your advisers to monitor your academic progress. During each quarter of this stage you will register in the program for one of the following:

1. UC 3251. DIRECTED INDIVIDUALIZED STUDY. (6 credits; all students must register for UC 3251 at least twice during their program implementation stage)

To register for UC 3251, you must identify the activities you will complete during the quarter. Those activities might

include: Individualized Learning seminars, development of project proposals, evaluation of projects, research efforts, directed field learning, and/or improvement of writing skills. The plan of study must be approved by your academic adviser. At the end of the quarter you will review your plan of study to demonstrate successful completion of the activities. If you have not completed your work, you will receive an incomplete until that work has been done.

2. UC 3281. MAJOR PROJECT. (12 credits)

You will register for the major project at the end of the program implementation stage. It may take longer than one quarter to complete. You will receive an incomplete for the registration until the major project has been approved by your area specialist.

3. UC 0200. CONTINUING REGISTRATION. (a noncredit registration)

You will register for continuing registration during those quarters when you are not using another form of Individualized Learning registration, including degree planning and dossier preparation. If you are taking several courses or if you are taking the quarter off, you will use this registration. Continuing registration maintains your student status and provides you with ongoing academic advising and assistance in areas such as course-work selection, registration, and financial aid.

Graduation Stage

1. UC 3291. GRADUATION DOSSIER PREPARATION. (12 credits)

After completing all learning activities identified in your degree plan, you will prepare your graduation dossier. To undertake this activity you register for Graduation Dossier Preparation.

The preparation and approval of the graduation dossier may take longer than one quarter. You will receive an incomplete for the registration until the dossier



Profile:

**Pat
Abbe**

B.A. in adult
education and
life planning

Before starting the Program for Individualized Learning, Pat Abbe shared responsibility for the Rural Family Center in Waseca, Minnesota.

Her program incorporated knowledge and skills gained in the past with advanced courses and independent learning. Pat graduated in 1983 with a B.A. in administration of adult education programs and life planning. She is now the principal state planner for rural development with the Governor's Council for Rural Development.

Although she works in the Twin Cities, Pat lives on the family farm with her husband and two sons. As a result, she commutes 750 miles each week, but has learned to use the drive as a welcome quiet time in an otherwise stimulating work and family life.

According to Pat, "the exciting part is creating change, social change, whether in attitude or perception. And adult education is really about change." The agency she works for gives seed grants, demonstration grants, and contracts to nonprofit organizations. Rooted, as she is, in farming as well as in education, Pat likes to contemplate the possibilities inherent in "diversifying the farming industry toward agricultural processing, new farming practices, on-farm enterprises, and alternative crops."

Pat sees a direct relation between her studies in the Program for Individualized Learning and her current responsibilities. Her degree program helped her "to research a topic in depth while continuing to hold in mind broader areas of learning as well as the relation between academic learning and the practical concerns of the larger society."

Program for Individualized Learning

has passed preliminary review. Preliminary review should be passed within 12 months of your initial registration in UC 3291.

2. UC 3299. GRADUATION REVIEW. (6 credits)

Your final Individualized Learning registration is for graduation review, which is required after passing preliminary review. For graduation review you will submit the final version of your graduation dossier for assessment by the graduation review committee. This registration concludes with the meeting of that committee.

Financial Planning and Sources of Funding

Once you have made the decision to continue your education, you need to begin financial planning. The cost of completing a degree through the Program for Individualized Learning will vary with each student. Most students finance their education through one or more of the following sources.

Personal Income and Savings: We recognize that you have many demands on your financial resources. If you need to spread your tuition payments over the quarter, it is possible to set up an installment plan.

Tuition Reimbursement Programs: Many Individualized Learning students receive financial assistance from their employers. Support is provided by large and small companies in Minnesota and other states through special employee tuition reimbursement programs. You should contact your employer's personnel director or human resource development office to find out about this possibility. We will also work with you to help your company understand the nature of our program.

Financial Aid Programs: As an Individualized Learning student, you are eligible for the same financial aid as other University of Minnesota students. You should

note, however, that there are limitations and requirements applied to financial aid. For example, most financial aid cannot be used for correspondence courses. Also, specific credit requirements are established for full- and part-time students. You will need to understand these and other requirements as you plan your educational financing. Owing to increasing demands for limited financial aid resources, it is very important to investigate your eligibility as soon as possible.

Current sources of financial aid include: Pell Grants, the GI Bill, Guaranteed Student Loans, Department of Vocational Rehabilitation, and University of Minnesota Regents Scholarships for University civil service employees. Other sources are also available. To obtain information on any of these sources, you should contact the Office of Student Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/624-1665).

You can also obtain initial information from the financial aid office of any local community college or four-year institution. Due to specific University requirements, you will have to apply through the University's financial aid office if you are doing an Individualized Learning degree program.

All registrations, with the exception of continuing registration, qualify for most forms of financial aid. There are some limitations on the use of the University's Regents Scholarships for University employees.

Special Information

Use of Credits

As noted earlier, the Individualized Learning degree program is not credit-based. However, we do use credits to assure 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, in themselves, to

measure your progress in the program or your readiness to graduate, nor are they usually transferable to other programs or colleges.

Use of Prior Learning

Most Individualized Learning students use knowledge or skills gained through prior learning as part of their degree programs. However, since 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, e.g., 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 narrative transcripts and become a permanent part of your University of Minnesota academic record.

It is also possible to earn college credit for prior knowledge through a variety of college credit assessment methods. The College Level Examination Program (CLEP) is one tool for demonstrating general knowledge; CLEP also offers some special subject examinations. If you feel you have the knowledge required of a specific course at the University, you can take a special examination for credit.

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 of 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.

Academic Calendar

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

Residency Requirements

Individualized Learning students satisfy the University's residency requirement through program registrations, not necessarily through physical presence on campus. All students who live outside of the Twin Cities metropolitan area will be expected to make a few brief visits to campus during their programs. Those visits might involve a week during degree planning, a few days during program implementation, and another week during the graduation stage. If you are doing extensive independent/individualized study, you are apt to visit more often to meet with faculty advisers and evaluators. The timing and length of campus visits are negotiable. All local students need to establish a pattern of regular visits with advisers on campus.

Applications from Distant Students

If you want to apply to our program and you live outside of our region (Minnesota and its adjacent states), you should have the following characteristics: a specialized study area, a desire to study independently, prior college work, and plans for graduate education. You should contact our admissions coordinator to discuss your specific qualifications.

Length of the Program

It is difficult to predict the length of time required to complete an Individualized Learning degree program. It usually requires as much time as a traditional program; at times it may require more, at times less. It does, however, provide you

Program for Individualized Learning

with greater flexibility and control of your time.

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

Time Commitment

In thinking about completing your undergraduate education, you need to plan for

the significant amount of time any program will require. 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.

Cost of the Program

The cost of an Individualized Learning degree program will vary greatly. Factors that influence the cost include the amount of coursework already completed, the new educational resources and strategies you plan on using, and your individual educational goals.

The following specific registrations and tuition are required of all students in the program (the tuition rate for University College is \$46.24 per credit hour for 1988-89 and will increase for 1989-90):

UC 3211. Degree Planning	\$554.88
UC 3251. Directed Individualized Study	\$277.44
(a minimum of two required)	\$277.44
UC 3281. Major Project	\$554.88
UC 3291. Graduation Dossier Preparation	\$554.88
UC 3299. Graduation Review	\$277.44
UC 0200. Continuing Registration	\$ 40.00

All coursework tuition and examination fees will be added to these basic costs. Students undertaking significant amounts of independent, project-based learning will register for additional quarters of Directed Individualized Study (UC 3251).

Inter-College Program



Inter-College Program

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. With no fixed course requirements, you may draw upon the offerings of the entire University in selecting courses for a degree program.

If you want to combine fields of study from different colleges or create a thematic program using many colleges, if you want a sound liberal education foundation, if you want to use special learning resources in your program, and if you are seeking increased responsibility for your undergraduate education, then ICP may be the program for you.

The 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 combined, for example, business and history, or public health and French. For the B.A. degree, you must complete 28 upper division credits in each of the two areas. 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 combined, for example, business, speech-communications, and psychology, or one in family social science, 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. 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 "Youth Health Care," and include courses from public health, family social science, youth studies, special education, and child development. For a thematic program, you need a minimum number of upper division credits. For the B.A. degree you must complete 56 credits; for the B.S. degree you must complete 76 credits.

Liberal Education

An important component of any baccalaureate degree is the development of a foundation of studies in the liberal arts. This study is designed to provide breadth to your education and integration among different disciplines and methods of inquiry. As an ICP student, you will need to complete learning in communication, symbolic systems, physical and biological sciences, social sciences, literature and arts, and world cultures. A second language is required if you are pursuing a B.A. degree.

Special Learning Resources

Many students come to ICP in order to use different learning resources as part of their education. You may incorporate a variety of learning experiences, other than formal courses, into your degree program. For example, you might consider internships, foreign study, work experience, independent study, or directed research. You may also have prior learning experiences outside of the college classroom that could be assessed for use in your program.

Admissions Process

The process of being admitted to ICP will take both time and thought. You will learn to describe your goals and identify ways of achieving those goals. To learn more about the Inter-College Program and to begin the process of becoming an ICP student, you will 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 one of these meetings, an academic adviser will help you understand ICP and will provide guidance for completing the admissions process. We will also explore other alternatives with you to determine which programs at the University might best be able to meet your educational goals.

To schedule an appointment for a First Step meeting, please call (612/624-2004) or visit the ICP office at 7 Wulling Hall, 86 Pleasant Street S.E.

Developing Your Degree Plan

Meetings with Academic Advisers

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

Preparing Your Statement of Goals and Objectives

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?



Profile:

Maria Velasco

B.S. in
bilingual health
care

Maria Velasco came to the Inter-College Program with strong roots in Hispanic culture. Having grown up in the Hispanic community, she chose the Inter-College Program because she wanted to use her own unique perspective in determining her education.

Her goals were both practical and idealistic. She wanted to incorporate her Radiation Technician Certificate into her degree, but she also wanted to expand her knowledge to increase her freedom of thought and expression. Maria also felt that her education was important not only to herself but to the Hispanic community; her degree had to be more than just a credential that qualified her for a job. ICP allowed her to put together a B.S. degree in bilingual health care that accomplished these goals.

Maria graduated in 1983 and works as a consumer safety advocate in St. Paul. In her professional role, she has been able to work with and for the Hispanic community. She recently made the first presentation on hearing aids to senior citizens in that community. Her work with the Equal Opportunity Committee has helped Hispanics get jobs in government. Maria also contributes to her community as a performer, working with Teatro Latino de Minnesota, a local helped theater group.

Maria says that the major advantage of ICP is that "as long as you don't compromise on educational quality, the program allows you to undertake almost anything you want. In fact, ICP pushes you to identify your ultimate goals and go for them; this really increases your motivation."

Inter-College Program

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. You will develop a list of all the courses and other learning experiences you have already completed as well as those you plan to complete for your ICP degree program.

As you prepare your course list, ICP encourages you to examine your background to determine if there are some forms of prior learning outside of the tra-

ditional classroom that could be incorporated into your degree program. For example, if you have training in technical or professional fields such as nursing, radiation technology, medical technology, or the military, you may be able to use that learning in your degree.

Credits may also be approved for other forms of prior learning. You are encouraged to examine other accrediting mechanisms, such as the College Level Examination Program and departmental examinations for specific courses.

Admission Requirements

The process of applying for admission to ICP is both challenging and satisfying. In identifying educational goals and resources, you may discover new alternatives for your education. To be admitted to ICP, you must meet specific requirements, describe your educational goals, and plan your degree program. Our experience with other students indicates that this process may take you one quarter to complete. It will be important for you to set aside enough time to complete this task.

Criteria for Admission

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

- have a 2.00 grade point average for overall coursework and for upper division coursework, computed separately,
- complete 80 credits of college-level learning,
- complete at least 15 credits from the University of Minnesota,
- complete at least 3 upper division courses (9-credit minimum),
- develop a degree plan that includes:
 - 1) a description of your educational goals (remember that these goals need to be intercollegiate or interdisciplinary in nature),
 - 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),
- obtain approval of your proposed degree plan from at least two faculty members,
- complete designated prerequisites and/or meet grade point average requirements for areas of concentration in the Carlson School of Management, Institute of Technology, School of Public Health, General College, Speech-Communication, English, and Home Economics.

Application Deadlines

The Inter-College Program has four admission periods: summer/fall, fall, winter, and spring. In order to be considered for a specific quarter, all application materials must be submitted to the ICP office by the application deadline. We have set the deadlines early to allow for a thorough review of your proposed degree plan. **Approximate** deadlines are: April 15 for summer/fall quarters, August 10 for fall quarter, October 15 for winter quarter, and February 1 for spring quarter. Be sure to start the admissions process at least 8 weeks before the deadline you'd like to meet. Contact the ICP office for the specific deadlines.

Meetings with Faculty Advisers

As part of the admissions process you will need to meet with at least two "ICP-designated" faculty members of the University of Minnesota who are knowledgeable in the areas of study you have selected for your degree program. Your ICP academic adviser will refer you to appropriate faculty advisers. The faculty advisers will be instrumental in helping you to clarify your objectives and select the best learning activities to achieve your goals. They must approve your proposed degree plan before you can be admitted to the Inter-College Program.

Completing Your ICP Degree

Once you have been admitted to the Inter-College Program, you may complete your program at your own pace, taking courses as your schedule permits. You may attend either day school or evening classes, or you may take courses through correspondence. The amount of time required to complete your baccalaureate degree will vary. Many factors, such as work and family responsibilities, may also affect the amount of time needed to complete an ICP degree program.

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

Academic advisers are also available to assist you throughout your degree program. As you carry it out, they will answer questions about revisions in your program, independent study, honors options, and completion of graduation requirements.

Career and Placement Services: As an ICP student, you have access to many career development services on campus. It is important to plan early as you prepare for specific careers or for admission to graduate or professional schools. ICP academic advisers will refer you to appropriate career development and placement services



Profile:

**Camille
Kudzia**

B.S. in
historic
preservation

Since Camille Kudzia did not finish high school, her first step on the way to college was to earn the G.E.D.

She started her University studies in the pre-interior design program in the College of Home Economics. Camille soon discovered what she really wanted to do; she wanted to learn about historic preservation. Although a degree in this area was offered at a few other universities in the nation, none was available from the University of Minnesota. So Camille came to the Inter-College Program, which offered her the opportunity to take appropriate courses in the School of Architecture and General College, as well as in the College of Home Economics. In 1978, she completed her B.S. degree in historic preservation.

Now working as a free-lance consultant, Camille has been involved in several exciting projects, including a survey for the Historical and Architectural Resource Study of the City of Minneapolis. She was a member of a team that walked every block in Minneapolis, studying how the city developed. She was also part of an intensive study of the Mississippi riverfront under the auspices of the St. Anthony Falls Historical District. Camille sits on the Minneapolis Heritage Preservation Commission, a position she finds exciting because it gives her insight into what happens to our historical resources.

Camille found ICP an ideal way to go to college. She qualifies this for others, saying that to be successful, "you have to have self-discipline because ICP doesn't monitor everything you do; they treat you more like an adult and you have to know what you want to do."

Inter-College Program

on campus and will 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. To obtain information on all sources of financial aid and to secure the application packet, contact the Office of Student Financial Aid, 210 Fraser Hall on the East Bank. If you are employed, it is possible that your company has a tuition reimbursement program; you should contact your personnel or human resource development office for information on such programs.

ICP Honors Options

ICP offers two honors options for students whose goals include high academic performance. 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

This program is designed to give your degree program more depth, breadth, and recognition, by providing avenues for individual expression and superior academic performance. In this program you will participate in honors opportunities,

complete an honors project, and achieve the grade point average required for the different honors levels: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

Each honors level requires a minimum grade point average in the last 90 credits completed for the baccalaureate degree. Cum Laude requires a 3.30, Magna Cum Laude requires a 3.50, and Summa Cum Laude requires a 3.75. These 90 credits must include all upper division coursework within your areas of concentration. Students in the Honors Program must complete four honors opportunities, including one college honors seminar, and an honors project must be completed for Summa and Magna 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 ICP Honors Program designations, requirements, and honors opportunities, contact the ICP office.

Graduation with Distinction

If you have not been involved in the Honors Program, but your scholastic performance has been high, you will qualify for this option. If you graduate with a 3.60 grade point average, you will graduate "with distinction." If you graduate with a 3.80 grade point average, you will graduate "with high distinction." These grade

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 as an ICP student (20 credits minimum); and
 - maintain at least a 2.00 grade point average overall, in upper division work, and in degree program work, computed separately.
-

point averages are computed from the last 90 credits completed toward your baccalaureate degree, including all upper division credits in the areas of concentration. The appropriate level of distinction will automatically be granted at graduation.

Liberal Education Requirements and Course List

To ensure balance and breadth of study, you must satisfy liberal education requirements in the following areas:

(1) communication, (2) group distribution, (3) world and nondominant culture, and, for the B.A. only, (4) second language. The specific ICP requirements for both the B.A. and B.S. are outlined in the following section; under each requirement is a list of University of Minnesota courses that can be used. This list is not comprehensive and is subject to change. For questions about University courses or if you want to use courses from other institutions, you should talk with an ICP academic adviser. Except for the "world and non-dominant culture" requirement, the courses you use to meet requirements in one area cannot be used for another area.

1. Communication—Courses that focus on written and oral communication; courses that address the expressive skills of writing and speaking to readers and listeners.

B.A. and B.S.

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

Ag:

Rhet 1101, 3562

CLA:

Comp 1011, 1012, 3011, 3012, 3013, 3014, 3015, 3027, 3031, 3032

GC:

1421 & 1422 or 3423 (1421 & one of the other two courses [8 cr.] with a grade of C-7 in 1422 satisfy the freshman year requirement [5 cr.]; completing only one necessitates taking Comp 1011), 3531

B.A. and B.S.

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

Ag:

Rhet 1222, 3254



Profile:

Johannes Fure

B.S. in business and economics

Johannes Fure grew up working for his father, who was a builder. Through experience in business, Johannes became interested in real estate investment, but his dad urged him not to become too much of a specialist. When he found that the University did not offer a degree in investment, Johannes decided to create one especially designed to prepare him to be a Registered Investment Advisor (a person licensed with the Security and Exchange Commission to charge a fee for managing money).

To achieve his goals, he needed a broad range of expertise; he needed to understand economics, numbers, and people; and he needed to be able to deal with the unpredictable as well as the predictable. Through the Inter-College Program he combined learning through the College of Liberal Arts with learning through the School of Management and General College. ICP offered him the opportunity to take the courses he needed to reach his goal.

After graduating in the early 1980s with a B.S. in business and economics, Johannes established his own investment firm. His business is growing, and he now employs a staff of five. "Nobody taught me how to manage money," Johannes says. "What I learned was a way of thinking, and that has been immensely helpful in creating an innovative approach to helping people get the best possible return on their investments."

Inter-College Program

CLA:

Spch 1101, 1102, 1110, 3605

GC:

1461, 1463, 1465, 3462

2. Group Distribution

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

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

B.A. and B.S.

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

Courses that can be used to fulfill the "formal language or formal symbolic system" requirements are identified by an asterisk(*).

CLA:

CSci *3104
Engl 3851, 3852
Fren 3701
Geog 1501
Ling 3001, 3001H
Math *1008, *1111, *1131, *1142, *1201, *1211-1221-1231, *1511H-1521H-1531H, *1611H-1621H
Phil *1001, *1001H, 1005, 3231
Psy *3801
Soc *3801, *3801H, *3802, *3802H
Span 3701
Spch 1313
Stat 1001

Education:

EPsy *3220, *5260

GC:

*1452, *1454, 1571, 1575, 3571

Mgmt:

DSci *1050
MSci *1010, *1020

Pub Hlth:

PubH (Biometry) 5400, 5450

Group B: The Physical and Biological Universe.

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

B.A.

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

B.S.

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

Courses that can be used to fulfill the lab requirement are identified by an asterisk (*), and courses that can be used to meet the foundation requirement are in bold face.

Ag:

Soil *1262

Bio Sc:

See CLA list.

CLA:

Anth 3001, 3002
Ast 1011, *1015H, **1021H**, *1025H
BioC 1301, 1302 (if taken with 1303), *1303
Biol **1008**, **1008H**, ***1009**, **1009H**, 1101, *1103, *1106, 3112
Bot 1009, 1012
Chem ***1001-1002t**, ***1003** ***1004-1005t**, ***1006**, **1008**, **1031-1032t**, **3100**, **3101**, **3301**
EBB 3001, **3004**
GCB 3002 (if taken for four credits); **3022**
Geo ***1001**, *1002, 1005, 1013, 1111, **1601**
Geog **1401**, *1425, **3431**
Phsl ***1001**, 1002
Phys **1001**, 1002, *1005, **1041-1042**, *1045-1046, 1061, *1065, 1071, *1075, **1104-1105-1106**, *1107-1108-1109, **1271-1281-1291**, ***1275-1285-1295**, 1311-1321-1331-1341
Psy 3031, 3061
WoSt 3202

Education:

PE 3110

Forestry:

ForP 1301, 1303
FR 1100, 3100, 3101, 3103, 3104
FW 3052

GC: Non-Lab Courses

1111, 1112, 1132, 1133, **1161**, **1162**, **1163**, **1166**, 1173, 3114, 3115, 3132, 3134, 3825, 3828, 3833, 3836

Lab Courses

***1161** (with 1167), ***1162** (with 1167), ***1131** (Biol 1009), ***1171**, ***1132** (with 1137), ***1172**

Home Econ:

FScN 1012, 1020

Group B: Social and cultural impact of science and/or Technology: Below are courses that might be used by students in making use of the added flexibility and encouragement to critically explore the implications of research in science and technology. Because these courses tend to change, consult bulletin offerings.

Biol 3051; CE 3500; GC 1232 & 3232, 3921, 3922, 3923; Hist 3828; HSci 1713, 3713, 3835, 5311; Hum 3612, 3625; ID 5402, 5403; Phil 3305; PA 5161, 5162; Phys 1003; RCD 1010

Group C: The Individual and Society.

This distribution requirement is divided into three categories.

1. **Individual and Institutional Behavior.**
Courses that focus on the empirical study of individual and institutional behavior; empirical study of psychological, economic, social, cultural, geographical, and political phenomena.
2. **The Historical Perspective.**
Historical study of societies and cultures.
3. **Social and Philosophical Analysis.**
Analytical study of social, political, moral, philosophical, and religious thought.

B.A.

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

B.S.

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

C1 Individual & Institutional Behavior

Ag:

RCD 3010, 5120
RSoc 1651
LA 3001
AgEc 1020, 1030, 1400, 3040, 3070, 3101, 3102

CLA:

Afro 1025, 3013, 3061, 3072
AmIn 1771
AmSt 3112, 3113
Anth 1101, 1102H, 3201
Arch 3001, 3002
Chic 1107
CPsy 1301, 3309
CDis 3101
Econ 1101, 1101H, 1102, 1102H, 1104, 1105, 3501, 3701, 3801
Geog 1301, 3101, 3331, 3371



Profile:
Shirlee Smith

B.S. in
business/speech
communication

Shirlee Smith went back to school at age 37, knowing that she wanted training in management and broadcast journalism.

Because she had three children to support, she felt she could not spend time on courses that did not directly relate to her goals. So she selected the Inter-College Program, which allowed her to choose the courses she wanted from business and broadcasting. Shirlee also found that the opportunity for on-the-job training was vital to her program, not only because she needed to work to support her family, but because "adults learn best in experiential situations."

Shirlee graduated from ICP in 1985 with a B.S. in business/speech communication and now works as the manager of the Communication Outreach Division for the Metro Council in St. Paul. Her responsibilities include devising strategies to ensure that the council, in making public policy, consults with the people whose lives are affected by its decisions. In addition to her work with the council, she is a private consultant.

Designing her own degree was very important to Shirlee; she is especially grateful to ICP for helping her find ways to get what she wanted. According to Shirlee, "this often meant graduate-level courses and more challenging internships, but the important thing was, it was by my choice. I think there would be fewer dropouts if people could have some hand in designing their own degrees."

Inter-College Program

Jour 1001
Ling 1005
SoAS 1506/3506
Mus 1602
Pol 1001, 1001H, 1025, 1026, 1054, 3051, 3321, 3562
Psy 1001, 1001H, 1004-1005t, 3014, 3101, 3201, 3604
Soc 1001, 1001H, 1002, 1003, 3102, 3201, 3201H, 3401, 3401H
UrbS 3104
WoSt 1001, 1002, 1101, 1102, 3305

Education:

SPFE 3090, 3210
EPsy 5130

Forestry:

ForP 1100, 3303, 3310
FR 1200, 1201, 1203, 3232

GC:

1211, 1212, 1233, 1235, 1236, 1281, 1282, 1283, 1285, 1291, 1293, 1294, 1295, 1296, 1813, 1814, 1815, 1817, 1835, 3114, 3285, 3824, 3827, 3832, 3835

Home Economics:

FSoS 1001, 1025, 3015, 5001, 5002, 5200, 5202
SW 1001, 5024, 5349
TexC 5661, 5662, 5668

Management:

BGS 3002, 3002H

Public Health:

PubH 3001, 3004

C2 The Historical Perspective

Ag:

Rhet 3370, 3375, 1301, 1302, 1303, 1310, 1311, 1376
LA 1021, 1022, 1023

CLA:

Afro 1021, 1441, 3001, 3002, 3421
Amln 3111, 3112
ANE 3501, 3502, 3505
Anth 1101, 1101H, 3301
ArtH 1002, 3577
Chic 1105, 1106, 3441, 3442
Chn 1201, 1202
Clas 1001, 1002, 1003, 1004, 1005, 1006, 1043
EAS 1063, 1461, 1462, 1463, 3201, 3202
Geog 3373
Hist 1001, 1001H, 1002, 1002H, 1003, 1003H, 1051, 1052, 1053, 1101, 1151, 1152, 1301, 1301H, 1302, 1302H, 1401, 1402, 1421, 1422, 1431, 1432, 1451, 1451H, 1452, 1452H, 1453, 1453H, 1461, 1462, 1463, 3001, 3002, 3003, 3011, 3012, 3013, 3051, 3052, 3053, 3151, 3152, 3244, 3245, 3401, 3402, 3421, 3422, 3423, 3431, 3432, 3451, 3452, 3453, 3461, 3462, 3463, 3541, 3542, 3543, 3636, 3637, 3704, 3707, 3708, 3871, 3872
HMed 3001, 3002, 3003
HSci 1711, 1712, 1713, 1811, 1812, 1813, 3711, 3712, 3713, 3811, 3812, 3813

Hum 1001, 1002, 1003, 1004, 1005, 1111, 1113, 1115, 1117, 1119, 1201, 1202, 1211, 1212, 1241, 3201, 3202, 3211, 3212

LAS 3131

MidE 3505, 3508, 3511, 3512, 3541, 3542, 3543

SoAS 3501, 3502, 3505, 3508, 3511, 3512, 3541, 3542, 3543

Scan 1504

WoSt 3103, 5101

Education:

SPFE 5105, 5155

GC:

1230, 1231, 1232, 1251, 1274, 1275, 3251

C3 Social & Philosophical Analysis

Ag:

LA 1024

AgEd 1010, 5010, 5024

CLA:

Amln 3211

AmSt 1001, 1002, 1003

Clas 1042, 3071, 3073

EAS 1032

Hum 3625

ID 3101

JwSt 1034, 3034

MidE 1536, 3555

Phil 1002, 1002H, 1003, 1003H, 1004, 1004H,

3001, 3001H, 3002, 3002H, 3003, 3003H, 3004,

3004H, 3302, 3304

Pol 1041, 1061

RelS 1001, 1031, 1032, 1034, 1035, 1036

SoAS 1504, 3411, 3412

Education:

SPFE 5182

GC:

1351, 1355, 1357, 1375, 1384, 3342, 3345, 3352, 3354, 3823, 3826, 3831, 3834

Group D: Literary and Artistic Expression.

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

B.A. and B.S.

Three courses (12 credits minimum).

Ag:

Rhet 3381, 3473

CLA:

Afro 1301, 3601

AmSt 3111

Amln 3111

ANE 1001, 1002, 1003, 3251

ArtH 1001, 1921, 3008, 3009, 3011, 3012, 3013, 3014

ArtS 1101, 1301, 1302, 1401, 1510, 1520, 1530,

(1510, 1520, 1530 each may be taken only once

to meet group D requirements) 1701, 1811, 1812

Chic 3213, 3507, 3508

Liberal Education Requirements and Course List

Chn 3161, 3162, 3163
Clas 3082
CLit 1921
Engl 1013, 1016, 1017, 1018, 1019, 1069, 1241,
1671, 3115, 3116, 3117, 3118, 3119, 3218, 3241,
3242, 3251, 3252, 3355, 3356, 3357, 3411, 3412,
3413, 3671

Fren 3101
Hum 1301, 3701, 3755
Ital 3301, 3303, 3305
Jpn 3161, 3163, 3164
JwSt 3115
MidE 3213, 3601, 3602
Mus 1001, 1021, 1804, 3021
Phil 3502
Russ 1304, 3421, 3422
Scan 3503, 3505, 3602, 3604, 3605, 3607, 3618
SoAS 3456
Span 3104, 3211, 3212, 3213, 3615
Th 1101, 1102, 1301, 3171, 3172
WoSt 3103, 3304, 3306

Education:

ArEd 3001

GC:

1311, 1312, 1313, 1331, 1333, 1361, 1365, 1366,
1367, 1371, 1374, 1812, 1816, 1836, 3311, 3374,
3377

Home Economics:

Dsgn 1501, 3517, 5507, 5509, 5512, 5514, 5515
TexC 3661, 3662

3. World and Non-Dominant Culture

B.A.

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

B.S.

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

Asian, African, Latin American, or traditional American Indian

CLA:

See CLA bulletin

GC:

1274, 1275, 1276, 1285, 1812, 1813, 1814

Non-Dominant/Non-Male

CLA:

Chic 3212
Engl 5620*
Hist 3614, 3347, 3348, 5857, 5858

Phil 3234
Pol 5741
SW 5102
Soc 5954, 5114
WoSt all except 3202

*For specific "topics" courses consult Class Schedule and/or "Feminist Studies in Literature" brochure.

Education:

Educ 5110

Non-Dominant/Non-White

CLA:

Afro 1025, 1301, 1441, 3061, 3072, 3091, 3105,
3108, 3401, 3864, 3865, 5201, 5595, 5597

Engl 5593, 5596, 5597

Hist 3427, 3441, 3442, 3864, 3865, 3868, 3871,
3872, 5429, 5864, 5865

Chic all except 3115

GC:

1815, 1816, 1817, 1835, 1836, 1837

Home Econ:

TexC 5668

4. Second Language (for the B.A. degree only)

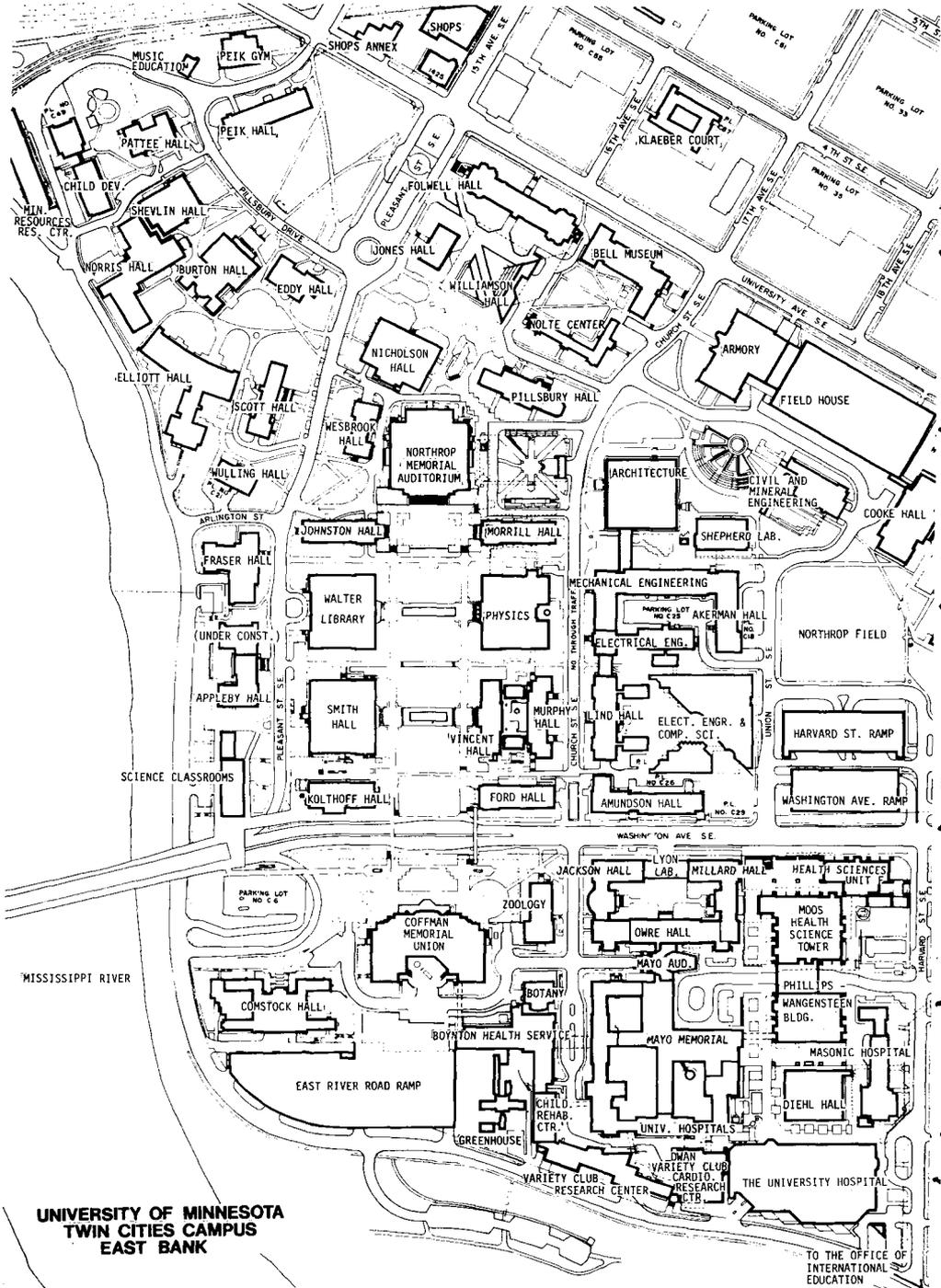
The second language requirement for the B.A. degree may be met by either of two routes.

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

Route II: Complete at least 27 credits as follows:

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

See the *CLA Bulletin* for Route I and Route II course applicability and for information about prior language learning, e.g., in high school.



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