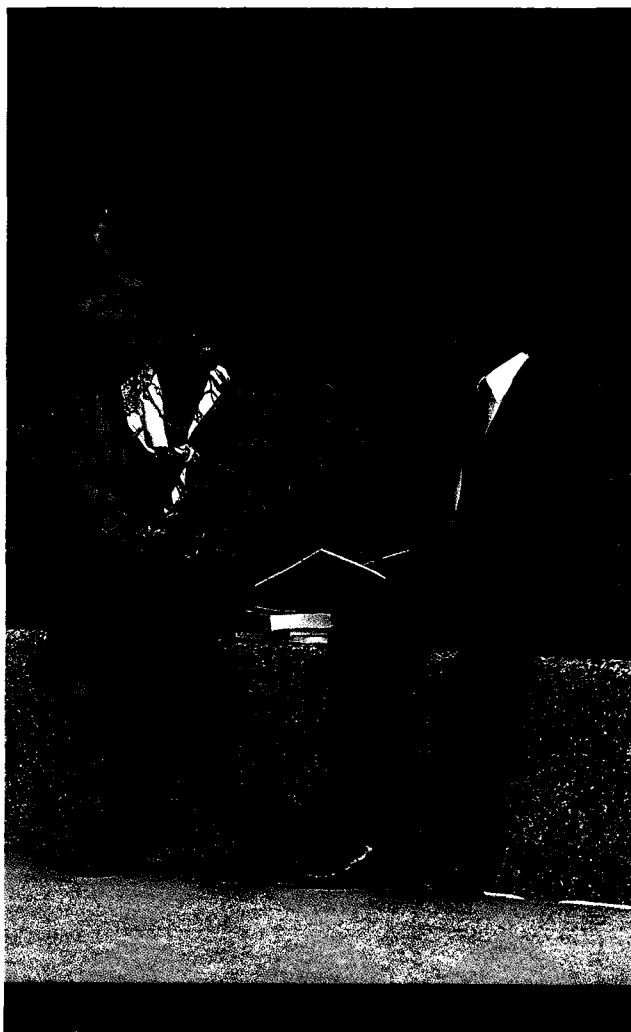


University College  
University of Minnesota Bulletin  
1990-92



### **Postal Statement**

Volume 93, Number 12  
University of Minnesota Bulletin

August 17, 1990  
(USPS 651-720)

Published by the University of Minnesota, Student Support Services, Publications and Communications Office, 150 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455; once in March, April, May, October, and November; twice in January, February, and August; and four times in July. Second-class postage paid at Minneapolis, Minnesota. POSTMASTER: Send address changes to University of Minnesota Bulletin, Student Support Services, 110 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455.

# University College

MT

---

Introduction and Program Descriptions 4

---

Program for Individualized Learning 7

---

Inter-College Program 21

---

Campus Map 32

---

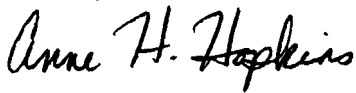
# Message from the Dean

Welcome to University College. As you review this bulletin, you will note that University College offers several unique options for pursuing your B.A. or B.S. degree at the University of Minnesota. Working in concert with University faculty and academic advisers, students in University College develop degree programs that meet individualized goals while adhering to the high standards set for undergraduate education at the University.

As dean of University College, I encourage students to explore the University's rich array of educational options and seek the degree program that best meets their needs. University College, through the Inter-College Program and the Program for Individualized Learning, provides the guidance, structure, and support that allow students to work across traditional college and disciplinary boundaries and take significant responsibility for their own education.

I invite you to read this bulletin carefully and explore your options further by calling one or both of these degree programs for more information. We look forward to serving you.

Sincerely,



Anne H. Hopkins  
UC Dean and Vice Provost for Arts,  
Sciences, and Engineering



This biennial bulletin describes the programs, procedures, and requirements of the 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

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

**Equal Opportunity**—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, 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, 420.S.C. 20000e; and by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be addressed to Patricia A. Mullen, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, University of Minnesota, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547); or to the Director of the Office of Civil Rights, Department of Education, Washington, DC 20202; or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, DC 20210.

**Access to Student Educational Records**—In accordance with regents' policy on access to 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, telephone number, dates of enrollment and enrollment termination, 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 only during their terms of enrollment. To do so, they must notify the records office on their 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 Williamson Hall Information Center, 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**—Beginning July 1, 1990, students born after 1956 who will be taking 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.

# Introduction and Program Descriptions

For more than 60 years, University College (UC) has opened up educational opportunities for highly motivated students who need flexibility to use the University's resources to achieve their bachelor of arts or bachelor of science degrees. UC's students develop degree programs 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 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 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 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 University College 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. 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. A UC Student Council provides an opportunity for students to work together to create activities that support and celebrate personal and academic success.

## 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. More than 300 faculty members annually are involved in University College programs. They have opportunities for new forms of participation in students' educations, and they provide a 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 college's curriculum promoted, students incorporate both day school and Extension registration. This 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 independent adult 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. The program offers students the opportunity to work collaboratively with academic and faculty advisers. The program 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 this 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 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 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 program. 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 former dean of University College.

*Dean'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 to \$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, are available each year.

## Directory

### Inter-College Program

7 Wulling Hall  
86 Pleasant Street S.E.  
612/624-2004

### Program for Individualized Learning

201 Wesbrook Hall  
77 Pleasant Street S.E.  
612/624-4020

### University College Office

317 Walter Library  
117 Pleasant Street S.E.  
612/624-2022

### **University College Administrators, Academic Professionals, and Support Staff**

#### **University College Office**

Anne Hopkins, Dean  
Carol Toby Greenwald, Principal  
Secretary

#### **Inter-College Program**

Becky Kroll, Program Director  
Catherine Carter, Executive Assistant  
Roberta Hall, Academic Adviser  
Mary Jo Keefe, Senior Secretary  
Susan Lee, Academic Adviser  
Mary Mishler, Academic Adviser  
(on leave)  
Susan Stonefield, Academic Adviser

#### **Program for Individualized Learning**

Linda Ellinger, Program Director  
Archibald Leyasmeyer, Faculty Director  
Patricia Bathke, Executive Assistant  
Lenore Burgard, Academic Adviser  
Solomon Deressa, Academic Adviser  
Carroll Franco, Senior Secretary  
Shirley Holm, Academic Adviser  
Mary Sue Simmons, Academic Adviser  
Kent Warren, Admissions Coordinator  
and Academic Adviser

### **University Board of Regents**

Charles H. Casey, West Concord, Chair  
Elton A. Kuderer, Fairmont, Vice Chair  
Wendell R. Anderson, Minneapolis  
M. Elizabeth Craig, Minnetonka  
Jack P. Grahek, Ely  
Jean B. Keffeler, Minneapolis  
Alan C. Page, Minneapolis  
Mary J. Page, Olivia  
David K. Roe, Minneapolis  
Darrin M. Rosh, St. Paul  
Stanley D. Sahlstrom, St. Cloud  
Mary T. Schertler, St. Paul

### **University Administrators**

Nils Hasselmo, President  
Gordon M. Donhowe, Senior Vice  
President for Finance and Physical  
Planning  
Leonard V. Kuhi, Senior Vice President  
for Academic Affairs and Provost  
C. Eugene Allen, Vice President for  
Agriculture, Forestry, and Home  
Economics  
Surell Brady, General Counsel  
Richard B. Heydinger, Vice President for  
External Relations  
Anne H. Hopkins, Vice Provost for Arts,  
Sciences, and Engineering  
Marvalene Hughes, Vice President for  
Student Affairs  
Cherie R. Perlmutter, Acting Vice  
President for Health Sciences



# Program for Individualized Learning



# Program for Individualized Learning

The 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.

We offer 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 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 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 we have offered the B.A. and B.S. degrees in individually designed fields of study. Today we complement our degree program with 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's Minneapolis campus. Students work

with faculty on any of the 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 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 numbers of credits or classes, provide a framework for structuring your degree program and for assessing its success.

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 already completed, while others will be projects based on knowledge 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 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

A degree through the Program for Individualized Learning requires achievement and excellence equal to other baccalaureate programs at this University. 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. degree emphasizes your field of study while the B.A. emphasizes broader learning in the liberal arts.

## 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:

- focussed on interdisciplinary or multidisciplinary studies, or a specialized study within a broader academic context;
- built upon 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 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 foundation for your entire undergraduate education and will



## Profile: Claudia Baran

B.A. in International Advertising with emphasis on Western Europe and the U.S.

When she first heard of the Program for Individualized Learning, Claudia Baran was completing a one-year internship at one of the largest advertising agencies in the Twin Cities. A native of Hamburg, Germany, Claudia was no newcomer to the world of advertising when she first arrived in Minneapolis. She had completed one year of college study in Germany, finished two years of theoretical and practical studies in German and European advertising and market research, and earned a professional diploma jointly conferred by a business school and the city of Hamburg.

Although the University of Minnesota had recognized and given Claudia credit for almost all of the liberal arts studies she had done in Germany, the two years of professional studies and year-long internship did not fit into the requirements of any specific University department. Besides, Claudia was interested in concentrating on a comparative study of European and American approaches to advertising and market research—no University department offered such a major. Enter PIL.

"The program would play a key role in facilitating my future personal and academic development," Claudia says. "I was recognized and understood as a student with special needs and interests and most importantly enabled to study what would help me in the pursuit of my goals." With the collaboration of faculty from the School of Journalism and Mass Communication and the Carlson School of Management, Claudia put together a degree plan that integrated coursework in American studies, advertising and journalism, her professional training in Germany, and a number of self-designed independent study projects.

After completing her bachelor of arts degree with honors, Claudia returned to Germany and is now travelling all over Europe and the United States as part of her work to attract international business to Hamburg.

## Program for Individualized Learning

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 skills needed for more in-depth study of the liberal arts. Many students admitted to the program have already completed much of their liberal arts learning; however, whether completed 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 plan your learning activities for the depth and breadth criteria, you need to ensure 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 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 ensure such awareness.

III. Primary Texts: Your studies will include direct contact 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.

V. Environmental Responsibility: During 1990-91, the program will initiate a fifth area concerned with people's interaction with their physical environment. Ask an adviser for more information on this new part of the learning matrix.

### 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 from 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.

### **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**

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.

---

# Program for Individualized Learning

## **Area Specialists:**

U of M 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. 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. More than 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.

Many students find that the Program for Individualized Learning is excellent preparation for advanced education. According to a 1989 study, almost half of our graduates have gone on to graduate or professional schools; of these, over 94% have been admitted to the schools of their first choice. 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.

### 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 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 by 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 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 questions and 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.



### Profile: Enrique Baltierra

B.S. in Industrial  
Management and  
Training

Currently employed as a human resources administrator for American Medical Systems (AMS), Enrique Baltierra selected the Program for Individualized Learning because it allowed him to structure his own degree program around a combination of courses and independent study projects. He credits the program with helping him to develop the discipline necessary to integrate his education with an active professional and family life. "PIL," Enrique says, "forced me to get a handle on what I wanted out of life."

In designing his degree, Enrique felt that he had to prove to himself and the University that his degree program would be both rigorous and meaningful. Building on the knowledge and skills he already possessed, he felt privileged because he could immediately apply his learning to his work in training and development, which was, as his faculty adviser noted, a "true effort in reflective practice." Enrique believes the combination of working and learning while in PIL gave him a distinct advantage over traditional students who get their degree first and then search for a job that matches that degree.

Enrique was also pleased with the PIL model because he was able to bring together his extensive technical background with studies in training and development. Having such a background and adding to it has helped him successfully work with high-level technical people at AMS. He believes taking the PIL route has allowed him to have a career he might otherwise have missed.

The future for Enrique includes professional expansion into international business where he will be able to use his Spanish language skills as well as his expertise in training and development. Now, in thinking back on his program, Enrique notes that "the degree was hard work. I put a lot of effort into completing it, but it was enjoyable because it brought so much meaning to my life and goals."

# Program for Individualized Learning

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.

The Degree Planning Seminar, an evening class offered each quarter, teaches local students how to design a degree plan. Individual arrangements are made for distant students. Most students complete their degree plans 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 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 is approved, it serves as an agreement between you and the program, and functions as a blueprint for the implementation of your degree 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 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 in 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.



3. The **Major Project**, usually the final learning activity of the program implementation stage, demonstrates the expertise gained in your area of concentration. 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.

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 prepare a graduation dossier demonstrating completion of the requirements for a bachelor's degree. The dossier will include: an introduction, an essay demonstrating 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 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. 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



### Profile: Jennifer Waddell

B.S. in Chemistry with  
emphasis on Organic  
Chemistry

**J**ennifer Waddell already had a bachelor's degree in music education from the University of Minnesota, a vocational training certificate in chemistry, and several years of research experience in the chemistry laboratories of 3M when she applied to the Program for Individualized Learning.

Jennifer's degree was constructed, with assistance from the University's chemistry department faculty, to incorporate her previous liberal arts studies at the University, her part-time professional performance as a musician, the stained glass work she does by commission, fundamental knowledge in mathematics and physics, her previous training in chemistry, and her research work at 3M, as well as advanced study at the University. Jennifer reports that "this opportunity has allowed me to explore aspects of chemistry that would not normally have been open to me as an average student of the University. Independent projects have given me the chance to demonstrate an integrated approach to research chemical problems using observation, evaluation, and analytical techniques." Jennifer's faculty adviser comments enthusiastically about her "analytical approach, organizational skills, and sense of independence and responsibility."

Her University College degree through PII, Jennifer says, led to an immediate promotion as a chemist at 3M. She continues to play music, though no longer professionally, and does commissioned stained glass "because it is both very enjoyable and lucrative." Having recently moved to the suburbs in search of adequate space for her dog and a new hobby (rebuilding a vintage Corvette), Jennifer plans, as soon as she is fully settled in her new home, to start working toward a graduate degree in environmental chemistry.

# Program for Individualized Learning

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. The procedures for meeting 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 depends 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. All registrations described below are required of students in the program. 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 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 each quarter after completing their degree plans. This helps 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)

Students register for UC 3251 when doing independent work. 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, demonstration of prior learning, evaluation of projects, research efforts, directed field learning, and 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 quarters 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 coursework 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 prepare your graduation dossier. To undertake this activity you register for Graduation Dossier Preparation.

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.

**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 submit the final version of your dossier for assessment by the graduation review committee. This registration concludes with the meeting of that committee.



**Profile:  
Larry  
Shillock**

B.A. in Communication  
Studies

When Larry Shillock completed the coursework for his University College degree, he had already worked as a sportswriter and photographer, a counselor in a boys school, a publications editor for a major urban nonprofit organization, and a contractor and solar design consultant for a construction company. Larry is typical of many PIL students who begin or resume college studies after gaining a rich array of other experiences. Larry says that when he graduated from high school, he, like many graduates, “lacked a clear sense of what came next. My confusion ruled out immediate immersion in college, even though I was excited about education. For a while, at least, I chose to forsake the traditional classroom in favor of an education devoted to experience.”

Later, through these experiences, combined with formal college coursework, Larry explored what he calls a “host of competing interests”—psychology, teaching, writing, literature, politics, appropriate technology, journalism—as integral components of his undergraduate degree. His excitement about learning has led him to continue his education with graduate studies. Now completing his Ph.D. in English at the University of Minnesota, Larry continues to explore many of the themes that first interested him as he pursued his undergraduate work—postmodernism, artistic and literary form, societal influences on communication, and effective writing and teaching.

Throughout his graduate work, Larry’s relationship with the Program for Individualized Learning has prospered. Larry has reported back to PIL on various aspects of his work and on how well PIL prepared him for graduate study. “The amount of writing you do, the challenge of working independently with faculty, and the atmosphere of intellectual curiosity in the program were all excellent preparation for graduate school,” Larry says. “The program’s structure is similar in many ways to a graduate school model. I was always encouraged to push harder, to take risks, to challenge my ideas and my expression of them.”

## 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. 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:

For information on sources of financial aid, 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.

### **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 (40 to 60 quarter credits), and significant related experience. 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 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 your skills as a self-directed learner.

### **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.

---

# Program for Individualized Learning

---

## 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.

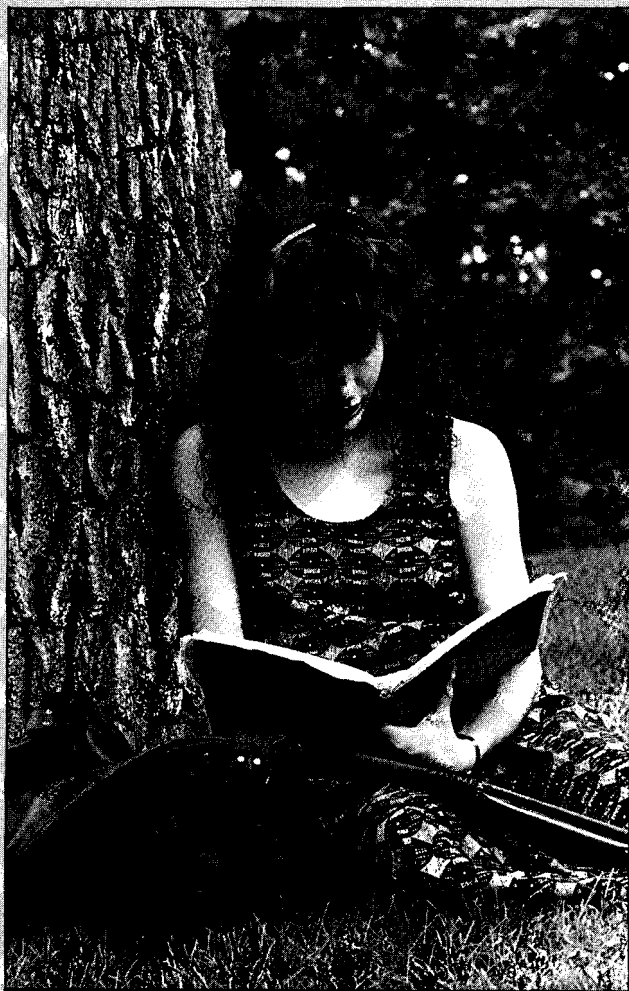
The following specific registrations and tuition are required of all students in the program (the tuition rate for University College is \$55.25 per credit hour for 1990-91 and will increase for 1991-92):

UC 3211. Degree Planning .....	\$663.00
UC 3251. Directed Individualized Study .....	\$331.50
(a minimum of two required)	
UC 3281. Major Project .....	\$663.00
UC 3291. Graduation Dossier Preparation .....	\$663.00
UC 3299. Graduation Review .....	\$331.50
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. You may draw upon the offerings of 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.

## 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 combines, 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 and a second language. 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-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 as well as a second language. 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. 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-area or three-area program. For the B.A. degree you must complete 56 credits as well as the second language requirement; 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 culture. A second language is required if you are pursuing a B.A. degree.

## 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.

## Admissions Process

The process of being admitted to ICP is a challenging one that will take both time and thought. It is a two-stage process that includes working first with aca-



demarc advisers in the ICP office 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 one quarter to complete. It will be important for you to plan ahead and set aside enough time to complete this task. 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.



### Profile: Monica Delgadillo Larkin

B.A. in Public Relations

Monica Delgadillo Larkin was already a "master juggler" when she came to the Inter-College Program (ICP) in 1988. A returning student, mother of two, bilingual and bicultural Chicana, and adviser/tutor in the University's Martin Luther King Learning Center, Monica had learned to balance multiple responsibilities, priorities, and perspectives in her daily life. She needed a degree program that would give her similar range and flexibility.

Drawing on her experience working in nonprofit organizations serving the Hispanic community, Monica drafted an ICP goal statement that explained how her original plan to earn a traditional degree in business administration evolved into a thematic program in public relations integrating courses in mass communication, psychology, speech, rhetoric, and business. Her program was designed to enhance her communication skills while providing a focus on business. Many of her learning goals came together during her senior year, when she completed a public relations internship at KARE-TV in the Twin Cities.

Before Monica graduated with distinction in December 1989, she had received the President's Leadership and Service Award, published a highly regarded opinion piece on biculturalism in *The Minnesota Daily*, and served as a panelist on diversity for the University's Academic Advising Network. "I see my ICP degree as a means to a new beginning and not just an end," Monica says. "My self-designed bachelor's degree signals my right to direct my education in a serious way that enriches my life, not someone else's. It is a privileged vehicle that will transport me out of a previously limited past to a more rewarding future."

Monica herself may eventually pursue graduate school, but in the meantime she watches proudly as her son pursues his own studies. "I want him to excel in the dominant culture without losing sight of both worlds, including his rich Chicano traditions. Through education, I am confident that his life, as well as mine, will be much better."

---

## Inter-College Program

---

### 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?

### 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 plan to complete in your ICP degree program, including appropriate courses you have already taken.

### 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 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 apply to the Inter-College Program in a formal admissions cycle.

---

## 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 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 (9-credit minimum),
- developed a degree plan that includes:
  - 1) a description of your educational goals (remember that these goals need to be intercollegiate 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),
- completed designated prerequisites and/or meet GPA requirements with areas of concentration in the Carlson School of Management, Institute of Technology, School of Public Health, General College, Speech-Communications, English, Human Ecology, and other colleges or departments that require prerequisites for use of their coursework in an ICP program.
- obtain approval of your proposed degree plan from at least two faculty members.

### Application Deadlines

The Inter-College Program has different admission deadlines for summer/fall, winter, and spring. 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. We have set the deadlines early to allow for a thorough review of your proposed degree plan. Deadlines are in mid-April for summer/fall quarters, 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 the specific deadlines.

---

### 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 include 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. 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. 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 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.



### *Profile:* **Marion Nelson**

B.S. in Youth and  
Minorities at Risk

The summer before Marion Nelson graduated from ICP, she visited relatives in Ireland while attending an international conference on family issues. A young second cousin carefully studied Marion as she talked about her life in the United States and finally asked, "You're a student, then?" When Marion proudly replied in the affirmative, her cousin inquired, "So you were held back quite a bit, then?"

Marion doesn't feel that being "held back" by getting married and raising four children before she started college was a disadvantage. She knew what she wanted when she entered Minneapolis Community College and began her studies in law enforcement. From her 12 years experience as an elementary school secretary, she also knew she wanted to work with young people. Through strong advising at MCC that recognized her diverse interests, Marion was referred to ICP even before she entered the University. "Each step of the planning process," she says, "was so important because it really helped me narrow down and focus my very broad interests."

After becoming an ICP student, Marion followed leads provided by her youth studies, sociology, and social work faculty and found an internship at the Hennepin County Juvenile Detention Center; she was so successful that she was hired as a juvenile corrections worker upon completing the internship.

"Everything worked out so well," she says. "I love where I work. I'm so enthusiastic that my professors refer students to me for informational interviews. As a returning student, the individual attention I received in ICP helped keep my confidence up."

"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. Now I tell everybody about it."

### 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 GPA required for the different honors levels: *cum laude*, *magna cum laude*, and *summa cum laude*.

Each honors level requires a minimum GPA 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; an honors project must be completed for *summa* and *magna cum laude*.

---

### 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 GPA overall, in upper division work, and in degree program work, computed separately.

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 GPA, you will graduate "with distinction." If you graduate with a 3.80 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 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) general education
- (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. If you have questions about University courses, or if you want to use courses from other institutions, you should talk with an ICP academic adviser. Except for some courses in the "world and nondominant culture" category, the courses you use to meet requirements in one group cannot be used to satisfy requirements in another group. However, in some instances, specific upper division courses used to meet liberal education requirements may be applicable to your ICP program areas.

**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, 3033, 3051, 3085

**GC:**

1421, 1422, 3423, 3425

**B.A. and B.S.**

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

**Ag:**

Rhet 1220, 1222, 3254, 3266

**CLA:**

Spch 1101, 1106, 3411, 3605, 3620  
Th 3801

**GC:**

1461, 1462, 1463, 1464, 1465, 3464

**2. General Education**

*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



**Profile:**  
**Peter Kelsch**

B.A. in Technological Studies

**P**eter Kelsch has always been interested in technology. After several years working as an audio engineer, he decided to pursue a college education. Searching for an area of study that would challenge him and capture his interest, Peter considered one of the engineering sciences as a logical choice but was concerned that a purely technical curriculum would leave him unsatisfied. "I was curious to explore the relationship between human problems and technology," Peter explains. "To what extent has technological development formed modern life and what are some consequences of that?"

Using the Inter-College Program to merge his interest in technology with a solid foundation in the liberal arts, Peter sought to understand some of the problems facing Western culture. His degree plan included coursework in computer science, history of science, rhetoric/technical communications, as well as a comprehensive independent study project. He discovered that ICP allowed him to bridge the gap between technology and the liberal arts as he studied technology from a liberal arts perspective.

Peter, who graduated *summa cum laude* in June 1990, believes his ICP experience was enhanced by the individual attention he received in the program. "I became more excited and interested in my own education when program advisers got involved in helping me plan my program," says Peter, "I learned to use the many resources available to me at the University."

## Inter-College Program

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 (\*).

### **Ag:**

Rhet 3700

### **CLA:**

CSci \*3104

Engl 3851, 3852

Fren 3701

Geog 1501

Ling 3001

Math \*1008, \*1111, \*1131, \*1142, \*1201, \*1211-1221-1231, \*1511-1521-1531, \*1611-1621

Phil \*1001, 1005, 3231

Pol \*3085

Psy \*3801

Soc \*3801, \*3802

Span 3701, 3702

Spch 1313

Stat 1001, \*3011-3012, \*3091

### **Education:**

EPsy \*5260

### **GC:**

\*1452, \*1454, \*1456, 1571, 1575, 3571

### **Management:**

IDSC \*1010

OMS \*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.**

At least four 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.**

At least four courses (minimum 16 credits), 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 Sci:**

See CLA list.

### **CLA:**

Anth 3001, 3002

Ast 1011, \*1015, **1021**, \*1025

BioC 1301, 1302 (if taken with 1303), \*1303

Biol **1008**, \***1009**, **1101**, \***1103**, \***1106**, 1301, **3112**

Bot \*1009, 1012

Chem \***1001-1002**, \***1003** \***1004-1005**, **1008**, \***1031-1032**, \***1041-1042**, \***3100-3101**, **3301**

EBB 3001, **3004**

GCB 3002 (if taken for four credits); **3022**

Geo **1001**, \***1002**, 1005, **1012**, 1013, \*1021, **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**, **1411**, **1421**, 1431-1441, \*1425, \*1435, 1445

Psy 3031, 3061

WoSt 3202

### **Natural Resources:**

ForP 1301, 1303

FR 1100, 1122, 3100, 3101, 3103, 3104

FW 3052

### **GC: Non-Lab Courses**

1111, 1112, 1132, 1133, **1161**, **1162**, **1163**, **1166**, 1173, 3114, 3115, 3132, 3134,

### **Lab Courses**

\***1161** (with 1167), \***1162** (with 1167),

\***1131** (Biol **1009**), \*1171,

\***1132** (with 1137), \*1172

### **Human Ecology:**

FScN 1612,

### **Medical School:**

CBN 1027, \*3001

*Group B Option: Social and Cultural Impact of Science and/or Technology:*  
Below are courses that critically explore the implications of research in science and technology. One course from this category can be applied to Group B. Because these courses tend to change, consult bulletin offerings.

# Liberal Education Requirements and Course List

Anth 5117; BGS 3003, 3019; Biol 3051, 5951; GC 1232, 3232; HSci 1713, 3713, 3835, 5311; Hum 3625, 3626, 3871; ME 5402; NRes 1010; Phil 3305, 3306, 3601, 5604, 5605, 5607, 5615; PA 5701, 5721, 5722; Phys 1002; Pol 3970

## Group C: *The Individual and Society*

This requirement is divided into three categories.

### 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 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.

### Ag:

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

### CLA:

Afro 1011, 1025, 3013, 3061, 3072, 3876  
AmIn 1771, 3151  
AmSt 1011, 1107, 1771, 3112, 3113, 3114  
Anth 1102, 3201  
Arch 3001, 3002  
Chic 1107  
CICv 3201  
Clas 1201, 3201  
CPsy 1301, 3309  
CDis 3101  
EAS 3481  
Econ 1101, 1102, 1104, 1105, 3501, 3701, 3801  
Geog 1301, 3101, 3331, 3371  
Jour 1001  
Ling 1005  
Mus 1602  
Pol 1001, 1025, 1026, 1054, 3051, 3321, 3562  
Psy 1001, 1004-1005, 3011, 3014, 3101, 3201, 3604  
Soc 1001, 1002, 1003, 1651, 3102, 3201, 3401, 3481  
SoAS 1506/3506  
UrbS 3104  
WoSt 1001, 1002, 1101, 1102, 3305

### Education:

EdPA 5090  
EPsy 5130

### Natural Resources:

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

### GC:

1211, 1212, 1233, 1235, 1236, 1276, 1281, 1282, 1283, 1285, 1291, 1293, 1294, 1295, 1296, 1813, 1814, 1815, 1817, 1835, 1837, 1851, 3285

### Human Ecology:

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

### Management:

BGS 3002

### Public Health:

PubH 3001, 3004

## C2 The Historical Perspective

Historical study of societies and cultures.

### Ag:

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

### CLA:

Afro 1021, 1441, 3001, 3002, 3324, 3418, 3421, 3954  
AmIn 3111, 3112  
AmSt 1105, 1106  
ANE 3501, 3502, 3505  
Anth 1101, 3301, 3303  
ArtH 1002, 3577  
Chic 1105, 1106, 3441, 3442  
Chn 1201, 1202  
Clas 1001, 1002, 1003, 1004, 1005, 1006, 1011, 1022, 1023, 1024, 1025, 1033, 1043, 1044, 1055, 1066, 3023, 3024, 3025  
EAS 1063, 1461, 1462, 1463, 3201, 3202  
Geog 3373  
Hist 1001, 1002, 1003, 1051, 1052, 1053, 1101, 1151, 1152, 1301, 1302, 1305, 1401, 1402, 1421, 1422, 1431, 1432, 1451, 1452, 1453, 1461, 1462, 3001, 3002, 3003, 3051, 3052, 3053, 3151, 3152, 3244, 3245, 3401, 3402, 3421, 3422, 3423, 3424, 3431, 3432, 3451, 3452, 3453, 3462, 3463, 3505, 3541, 3542, 3543, 3547, 3614, 3615, 3636, 3637, 3641, 3642, 3704, 3707, 3709, 3871, 3872  
HMed 3001, 3002, 3003  
HSci 1711, 1712, 1713, 1811, 1812, 1813, 3711, 3712, 3713  
Hum 1001, 1002, 1003, 1004, 1005, 1111, 1113, 1115, 1117, 1119, 1201, 1211, 1212, 1241  
Jpn 3162  
LAS 3131  
MidE 3505, 3507, 3508, 3511, 3512, 3541, 3542, 3543  
RelS 3501, 3502  
Scan 1504

# Inter-College Program

Soc 3954  
SoAS 3501, 3502, 3611  
SCAS 3531, 3611  
WoSt 3103, 3307

**Education:**

EdPA 5155

**GC:**

1230, 1231, 1232, 1241, 1274, 1275

## C3 Social and Philosophical Analysis

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

**Ag:**

LA 1024  
AgEd 1010, 5010, 5024

**CLA:**

AmIn 3211  
AmSt 1001, 1002, 1003  
Clas 1042, 3071, 3072, 3073  
EAS 1032  
Hebr 3301  
Hist 3281, 3282  
Hum 3625  
ID 3101  
JwSt 1034, 3034  
MidE 1536, 3555  
Phil 1002, 1003, 1004, 1102, 1103, 1104, 3001, 3002, 3003, 3004, 3302, 3304  
Pol 1041, 1061  
RelS 1001, 1031, 1032, 1035, 1036  
SoAS 1504, 3411, 3412  
SCAS 3521  
WoSt 3102

**Education:**

EdPA 5182

**GC:**

1351, 1355, 1357, 1375, 1384, 3342, 3345, 3354

## 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

**CLA:**

Afro 1301, 3601, 3591, 3592  
AmIn 3116  
AmSt 3111

ANE 1001, 1002, 1003, 3001, 3002, 3003, 3251  
Arab 3213  
Arch 1021, 1022, 1071, 1072, 1073  
ArtH 1001, 1008, 1016, 1921, 3001, 3008, 3009, 3011, 3012, 3014, 3325, 3909, 3935, 3936  
ArtS 1101, 1105, 1301, 1302, 1401, 1402, 1510, 1520, 1530, (1510, 1520, 1530 each may be taken only once to meet group D requirements) 1540, 1601, 1701, 1802, 1811, 1812, 3131, 3306, 3655  
Chic 3213, 3507, 3508  
Chn 3161, 3162, 3163  
CLCv 3008, 3510  
Clas 3008, 3081, 3082  
CLit 1921  
Dnce 1101, 3401, 3402  
EAS 3013, 3020  
Engl 1005, 1013, 1016, 1017, 1018, 1019, 1069, 1241, 1591, 1621, 1671, 3001, 3009, 3111, 3112, 3113, 3115, 3116, 3117, 3118, 3119, 3121, 3218, 3241, 3242, 3251, 3252, 3355, 3356, 3357, 3411, 3412, 3413, 3591, 3592, 3621, 3631, 3651, 3671

**EngW 1101**

Fren 3101, 3102, 3103, 3207, 3229  
Hebr 3304, 3307  
Hum 1301, 3701, 3755  
Ital 3301, 3303, 3305  
Jpn 3161, 3163, 3164, 3165  
JwSt 3115, 3315  
MidE 3213, 3601, 3602  
Mus 1001, 1021, 1410, 1420, 1430, 1531, 1804, 3021  
Phil 3502  
Port 3104, 3211, 3212, 3213  
RelS 3251  
Russ 1304, 3401, 3402, 3403, 3421, 3422  
Scan 3503, 3601, 3602, 3604, 3605, 3607, 3618  
SoAS 3456  
Span 3104, 3211, 3212, 3213, 3615  
Th 1101, 1102, 1301, 1804, 1805, 3171, 3172  
WoSt 3303, 3304, 3307

**Education:**

ArEd 3001

**GC:**

1311, 1312, 1313, 1331, 1333, 1361, 1365, 1366, 1367, 1371, 1374, 1474, 1485, 1486, 1812, 1816, 1836, 3311, 3335, 3374, 3377

**Human Ecology:**

Dsgn 1202, 1501, 1525, 1528, 3517, 5507, 5509, 5512, 5514, 5515  
TextC 3661, 3662

## 3. World and Nondominant Culture

**B.A. and B.S.**

Two courses (minimum 8 credits) that provide information and analysis of world or nondominant perspectives. One of the two courses must address cultures of Asia, Africa, Latin America, or the traditional American Indian cultures. The second



# Liberal Education Requirements and Course List

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 general education requirements.

*World Culture*

*Asian, African, Latin American, or traditional American Indian*

**Ag:**  
RSoc 3315, 3671

**CLA:**  
See *CLA Bulletin* under World Studies

**GC:**  
1274, 1275, 1276, 1285, 1812, 1813, 1814

**Human Ecology:**  
3015

*Nondominant*

**GC:**  
1815, 1816, 1817, 1835, 1836, 1837, 1851

**CLA:**  
Afro 1011, 1025, 1301, 1441, 3061, 3072, 3091, 3105, 3108, 3324, 3401, 3543, 3591, 3592, 3701, 3702, 3864, 3865, 3954, 5201, 5595, 5597, 5701, 5702

AmIn 1771, 3111, 3112

AmSt 1011, 1106, 1107, 1771, 3113, 3401

Chic all except 3115

EAS 3868

Engl 1591, 3591, 3592, 5593, 5596, 5597, 5620\*

Geog 3101, 3375

Hist 1305, 3347, 3348, 3427, 3441, 3442, 3614, 3801, 3812, 3864, 3865, 3868, 3871, 3872, 5429, 5857, 5858, 5864, 5865

ID 3979

Ling 3812

Pol 3739

Soc 3951, 3954

Th 1805

UrbS 3301

WoSt all except 3202

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

**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 sixth-quarter level (at least 27 credits) study in a language other than your native tongue, or demonstrate equivalency at that level.

High school language study usually reduces college language study as follows:

<i>High School Study</i>	<i>Additional College Study</i>
5 years	none; requirement satisfied
4 years	at least 2 qtr in same language at higher level
3 years	at least 3 qtr in same language at higher level
2 years	at least 4 qtr in same language at higher level
1 year	at least 5 qtr in same language at higher level

College language study that repeats high school study is counted toward meeting the language requirement instead of the high school work. In these cases, the high school courses cannot be used to fulfill any portion of the language requirement.

Students with two or more years of high school Latin may satisfy the language requirement by continuing Latin studies or by completing 15 credits in another language.

**Route II:** Complete at least 27 credits in categories a. and b. as follows:

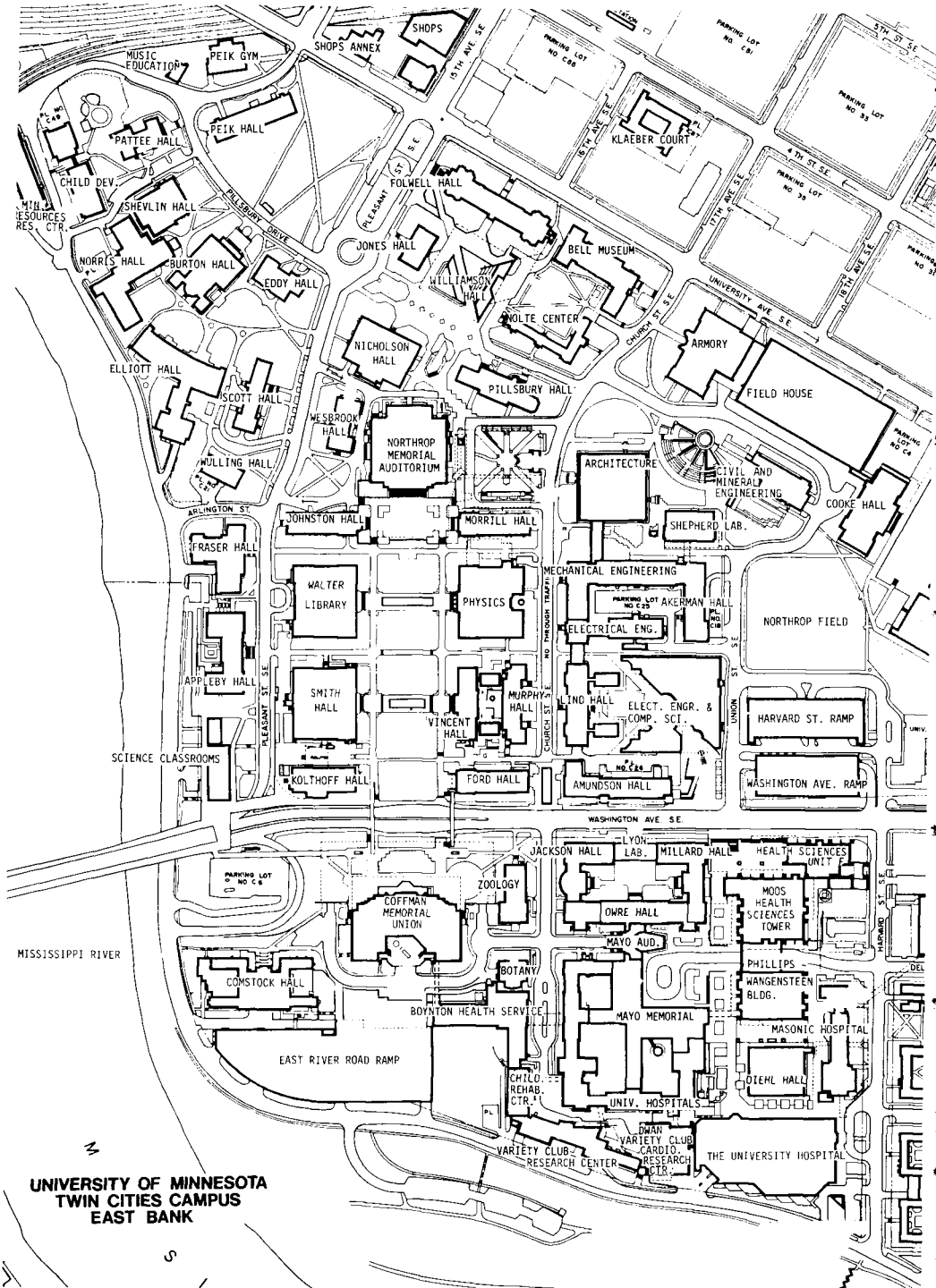
a. At least 15 credits in a second language or validation at the third-quarter level. High school study relates to the requirement as follows:

<i>High School Study</i>	<i>Additional College Study</i>
3 years or more	none; validation not required
2 years	5 cr in same language at higher level
1 year	10 cr in same language at higher level

b. 12 credits in courses concerned with a country or countries that use the language chosen. (The requirement is reduced to 7 credits for students who have completed four years of high school study in one language.) Courses used for this requirement may not be used to fill Group A, B, C, or D requirements. Study in a language beyond the 15-credit level required in category a (above) may be used as part of this 12-credit requirement.

**Route II Course List**—Consult with an adviser for a list of courses that apply toward Route II requirements.

**American Sign Language:** The second language requirement may also be met by demonstrated proficiency in American Sign Language. Students may test for proficiency through the Office for Students with Disabilities. College credit, however, is not awarded for proficiency in American Sign Language.



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

**University of Minnesota Bulletin  
(USPS 651-720)  
Student Support Services  
110 Williamson Hall  
231 Pillsbury Drive S.E.  
Minneapolis, MN 55455**

**Second-Class  
U.S. Postage  
Paid  
Minneapolis, MN**

UNIVERSITY OF MINNESOTA • UNIVERSITY COLLEGE