

University College

UNIVERSITY OF MINNESOTA

BULLETIN

1992-1994

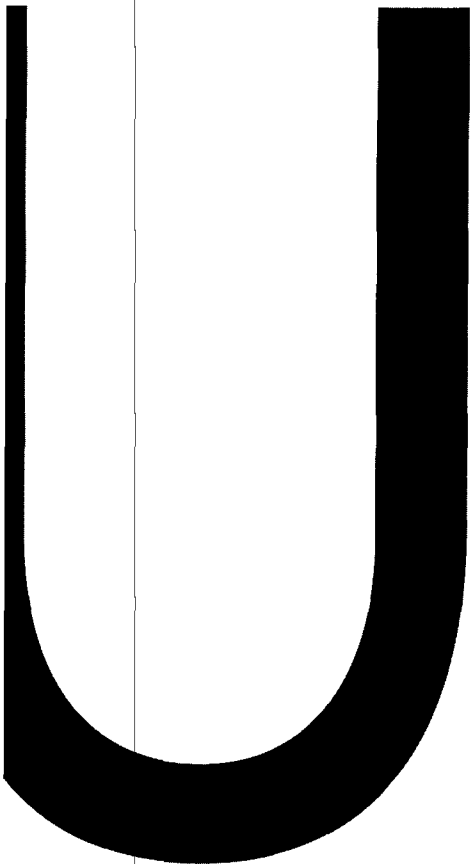


On the cover:

Dana Mitchell is an ICP senior in University College working toward a bachelor's degree in a combined program in speech communication, sociology, and social work.

in collaboration by

assisting students and faculty to develop alternative and cross-collegiate undergraduate programs.



University College

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Policies

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

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, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 420 S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

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

Access to Student Educational Records—In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. (Exceptions under the law include state and

federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

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

Postal Statement

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

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

Extracurricular Events—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

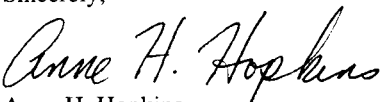
Message from the Dean

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 President for Arts,
Sciences, and Engineering



University College

Introduction and Program Descriptions



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 on faculty members from across the University to develop educational policy, advise students and approve their individualized degree programs, and evaluate students' work and progress toward their degrees. More than 300 faculty members are involved in University College programs annually. 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 (ICP) offers students a credit-based, individualized baccalaureate degree program that draws upon the curricular offerings and other educational resources of the entire University community. This program provides an alternative to an already established major by providing students with the flexibility to incorporate both day school and Extension coursework from more than one college to achieve their educational goals.

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

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.

Scholastic Conduct Policy

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

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

Introduction and Program Descriptions

If scholastic dishonesty occurs in a class, the instructor will attempt to resolve the problem by assigning an appropriate penalty. If the problem is not resolved at this level, the case will be referred to the University conduct code coordinator because the case automatically involves two colleges. This policy is consistent with the policies of other colleges. If scholastic dishonesty occurs in any activity related to UC awarded credits or a specific UC program task, the student's University College program will review the case and attempt to resolve the problem. If the program chooses, or if the case is not resolved at the program level, the case will be referred to the University College Scholastic Committee. Also, if a pattern of scholastic dishonesty becomes apparent in University-related activities (courses, independent projects, etc.), thereby potentially impugning the integrity of a student's degree program, the specific UC program would refer the case to the University College Scholastic Committee. Reviews of cases of suspected scholastic dishonesty, at any stage, may result in the elimination of a specific course or project from a student's program, disciplinary probation, suspension, or expulsion from the college.

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

Planning to Transfer?

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

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

Preparing for Transfer

If you are currently enrolled in a college or university:

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

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

Understanding How Transfer of Credit Works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.

- Institutions accept credits from courses and programs like those they offer. They look for similarity in course goals, content, and level. "Like" transfers to "like."

- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, "Will your credits fulfill requirements of the degree or program you choose?"

- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can before the deadline. Enclose the application fee.

- Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.

- Recheck to be certain you supplied the college or university with all the necessary paperwork. Most colleges make no decisions until all required documents are in your file.

- If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.

- After the college notifies you that you have been accepted for admission, your transcripted credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.

- If you have questions about your evaluation, call the Office of Admissions and ask to speak with a credit evaluator. Ask why

judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See "Your Rights as a Transfer Student" below.

Your Rights as a Transfer Student

- A clear, understandable statement of an institution's transfer policy.

- A fair credit review and an explanation of why credits were or were not accepted.

- A copy of the formal appeals process.

Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help. 2) Department or committee will review. 3) Student receives, in writing, the outcome of the appeal. 4) Students can appeal decision by contacting their UC program office.

- At your request, a review of your eligibility for financial aid or scholarships.

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

Directory

Inter-College Program

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15 Church Street S.E.
Minneapolis, MN 55455
612/624-2004

Program for Individualized Learning

107 Armory
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Inter-College Program

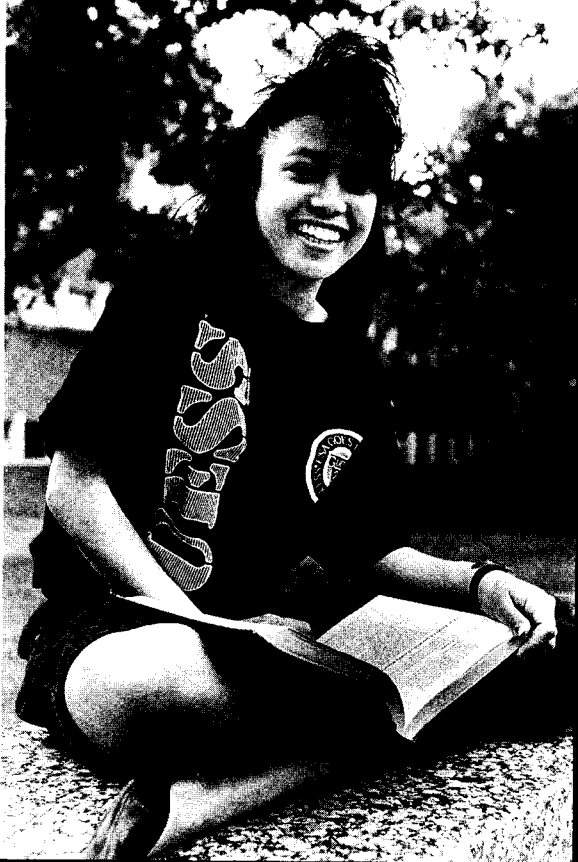
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Program for Individualized Learning

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University College

Program for Individualized Learning



Program for Individualized Learning

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

We offer you the opportunity to use your creativity and academic skills in shaping your 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 but may work with faculty on any of the University campuses.

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

Criterion-Based Education

In considering a University of Minnesota education through this program, you are challenged to think about learning in new ways. A set of standards, called graduation criteria, is used to describe the basic academic structure of the bachelor's degree. These criteria, rather than numbers of credits or classes, provide the 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). Courses you have already completed may be used to address the graduation criteria; you will also have the opportunity to demonstrate learning you have already achieved through work, experience, and independent study. New learning activities may explore untapped interests or build 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:

- focused 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 Communication
- Community Development and Education
- Integrative Studies in Film and Video
- Conservation Biology
- International Business with emphasis on Russia
- Organizational Training, Development, and Communication
- Early and Celtic Christianity
- Children's Mental Health
- International Development
- Family Systems in the Health Sciences
- Zoology and Zoo Management
- Health Care Administration
- Preservation of Historic Architecture

Breadth Criteria: Liberal Arts

Learning in the liberal arts will compose one-third to one-half of your individualized 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 include study in four major areas: social sciences, humanities, the arts, and science. In addition to acquiring fundamental knowledge in these areas, you will develop skills needed for a more in-depth study of the liberal arts. Many students admitted to the program have already completed much of their liberal arts learning; however, whether completed before or after admission, you will need to integrate aspects of this learning into your program at different stages.



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

George Sand

B.A., Visual Theatre: A Semiotic Approach

Program for Individualized Learning

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 (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.

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 Literacy:** Your studies will include some investigation of the effects of people's interaction with their physical environment. You should inform yourself about at least one local or global environmental or ecological issue and should develop an understanding of the complexities of that issue.

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 program's advisers as you design and implement your educational program. You will also receive valuable assistance from the program's support staff.

You will have access to day, evening, and independent study courses from the University, independent and directed 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.

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 a PIL 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, and 60% are women. While some students undertake their programs very independently, most meet and work with fellow students through program seminars and other 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, later, individual contacts. To arrange to attend one of our information meetings (early evening sessions are available), please call the PIL office (612/624-4020). If you are unable to attend, contact the office to make other arrangements.

To be considered for admission, you must submit an application form, available from our office, which documents your ability to undertake a self-directed, individualized degree program. We are looking for students who:

- know why they are seeking a bachelor's degree and why PIL is a sound choice for them;
- are able to describe their proposed academic area of study;
- understand the goals for learning in the liberal arts and are able to identify ways to achieve those goals;
- have the skills to design an independent learning project; and
- write well in English.

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



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

Julie Ramirez

B.A., Environmental Geography with emphasis on South Asia

Program for Individualized Learning

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.

If you meet our qualifications for admission, we will then work with you to identify a University of Minnesota faculty member with expertise in your area of concentration to serve as your area specialist; this person must agree to work with you before you can be fully admitted.

Note: It may be difficult to obtain area specialists in some fields of study. Many factors influence our ability to find appropriate people, e.g., the quality of your application (especially the description of your area of concentration), the number of appropriate faculty at the University, and the demands on the time and energy of the potential area specialist. 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 also provide a clear description of your area of concentration and will identify the ways you intend to satisfy the learning matrix.

The Degree Planning Seminar, an evening class offered each quarter, teaches new students how to design a degree plan. Most students complete their degree plans within one quarter and must complete their plans within two quarters.

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 or review the foundations of a liberal arts education and select appropriate activities. You will also learn to design independent projects based on prior or new learning, 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 are developing, implementing, and having independent projects evaluated, whether based on new or prior learning. Through the Directed Individualized Study Seminar, and in working with your academic adviser, 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 the Department of 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 transcript, your PIL 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.



“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.”

Larry Shillock

B.A., Communication Studies

Program for Individualized Learning

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 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 PIL registration is required each quarter after you are admitted in combination with any number of day, extension, or independent study courses. 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) This is your first PIL registration. During this registration you plan your own individualized degree program based on the 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.

It is important to note that your degree plan is a blueprint for your bachelor's degree. As you implement your plan, you will undoubtedly make changes—a course you want isn't available, a project you are doing becomes larger and more complex, new interests lead to different learning activities. When you consider making changes in your degree plan, you will first consult with your advisers to ensure you are making appropriate alterations.

Program Implementation Stage

You must submit a plan of study each quarter after completing your degree plan. 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)

You register for UC 3251 when doing independent work. When you register for UC 3251, you will attend the Directed Individualized Study Seminar, which meets three times during the quarter. Your first task will be to identify the activities you plan on completing during the quarter. Those activities might include: development of project proposals, evaluation of prior learning, implementation of independent projects, research efforts, directed field learning, and improvement of writing skills. Your activities for the quarter must be approved by the seminar instructor and by your academic adviser. At the end of the quarter, if you have successfully completed the activities you identified at the start, you will receive a satisfactory notation on your transcript. 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 PIL registration. 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 PIL registration is for graduation review, which is required after passing preliminary review. For graduation review you submit the final version of your dossier for assessment by the graduation review committee. This registration concludes with the meeting of that committee.

Financial Planning and Sources of Funding

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

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

Tuition Reimbursement Programs—Many PIL 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 a PIL 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. However, due to specific University requirements, you will have to apply through the University's financial aid office.

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 PIL 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 PIL 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 the narrative transcript and become a permanent part of your University of Minnesota academic record.

Transfer of Prior Credit

Many students entering the program have college credits from their previous education. The University admissions office will evaluate transfer credits from other accredited institutions. Credits earned from testing programs such as CLEP may be used if the scores meet the standards required by your particular program. Credits from vocational and technical institutions cannot be transferred into the University; however, in special cases when the learning is required for your program, the credits may be used to document the learning achieved.

Residency Requirements

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

Applications from Students Living Outside the Metropolitan Area

PIL will consider applications from students living outside the Twin Cities metropolitan area, but within our region (Minnesota and adjacent states and provinces). To be considered for admission, you must have completed at least 45 quarter credits. The program will also attempt to serve former University of Minnesota students who live outside the region, but they must have completed 90 credits. If you want to apply, please contact our office for the application for distant students.

Length and Cost of the Program

It is difficult to predict the length of time or the cost required to complete a PIL degree program. It usually requires 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.

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

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

PIL Tuition and Fees

Each of the following registrations (1992-93 tuition rates) are required of all students in the program:

UC 3211. Degree Planning	\$852.00
UC 3251. Directed Individualized Study	\$426.00
(a minimum of two required)*	
UC 3281. Major Project	\$852.00
UC 3291. Graduation Dossier Preparation	\$852.00
UC 3299. Graduation Review	\$426.00
UC 0200. Continuing Registration	\$50.00

All coursework tuition and examination fees are added to these basic costs. University College tuition for upper division day school courses is \$68.00 per credit hour for Minnesota residents and students from reciprocity states. Nonresidents pay nonresident tuition rates.

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

University College

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 nearly the entire University in selecting courses for a degree program, and must include coursework from at least two different colleges within the University system.

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

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 the program's second language requirement. For the B.S. degree, you must complete 32 upper division credits in each area and 12 supporting upper division credits.
- A cross-college program with three areas of concentration. You might develop a program that combines, for example, business, speech-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 the program's second language requirement. For the B.S. degree, you must complete 32 upper division credits in one area, 20 in each of the other two, and 12 supporting upper division credits.

- A thematic program integrating learning around a clearly focused subject. For example, you could create a thematic program around "Aging Studies," and include courses from sociology, public health, family social science, education, and social work. A thematic program must include carefully integrated coursework from more than three departments, with no more than 20 credits in any one department. Thematic programs are appropriate only when students' objectives are clearly focused on one topic and pursuit of that topic cannot be accomplished in a two-area or three-area program. For the B.A. degree you must complete 56 upper division credits as well as the second language requirement; for the B.S. degree you must complete 76 upper division credits.

Liberal Education

An important component of any baccalaureate degree is a foundation of studies in the liberal arts. These studies provide breadth to your education and integration among different disciplines and methods of inquiry. As an ICP student, you will need to complete coursework 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 academic

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 up to 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 this meeting, 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 meet your educational goals.

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

Developing Your Degree 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.



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

Stan Tekeila

*B.S., Natural Resources and Life Sciences
(in progress)*

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

Admission Requirements

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

- a 2.00 grade point average (GPA) in overall coursework, in upper division coursework, and in each of your major areas of concentration, computed separately,
- completed 80 credits of college-level learning,
- completed at least 15 credits from the University of Minnesota,
- completed at least 3 upper division courses (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 met GPA requirements with areas of concentration in the Carlson School of Management, Institute of Technology, School of Public Health, Mass Communications, 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 ICP-designated 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. Deadlines are 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 specific deadlines.

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 formally apply to the Inter-College Program.

Completing Your ICP Degree

Once you have been admitted to the Inter-College Program, you may attend either day school or evening classes, or you may include courses through correspondence.

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

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

Career and Placement Services: 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, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-1665). If you are employed, it is possible that your company has a tuition reimbursement program; you should contact your personnel or human resource development office for information on such programs.



“I see my ICP degree as a means to a new beginning and not just an end. It is a privileged vehicle that will transport me out of a previously limited past to a more rewarding future.”

Monica Delgadillo Larkin

B.A., Public Relations

Inter-College Program

ICP Honors Options

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

The ICP Honors Program—Graduating with Latin Honors

This program gives your degree program more depth, breadth, and recognition by providing avenues for individual expression and superior academic performance. In this program you 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 honors GPA. *Cum laude* requires a 3.30, *magna cum laude* requires a 3.50, and *summa cum laude* requires a 3.75. The honors GPA is based on the last 90 credits and must include all upper division coursework within your areas of concentration and supporting areas. 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*.

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

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

General Education Requirements and Course List

To ensure balance and breadth of study, you must satisfy general education requirements in the following areas: 1) communication, 2) general education 3) world and nondominant cultures, 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

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 general 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.

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 general 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:

GC 1421, 1422

B.A. and B.S.

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

Ag:

Rhet 1222, 3254, 3266

CLA:

Spch 1101, 1106, 3411, 3605, 3620
Th 3801, 3803

GC:

GC 1461, 1462

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 language; analysis of argument as



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

Marion Nelson

B.S., Youth and Minorities at Risk

Inter-College Program

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 *3113
Engl 3851, 3852
Fren 3701
Geog 1501, 3531
Ger 3704, 3705
Jpn 3451
Ling 3001
Math 1001, *1008, 1031, 1038, *1111, *1131, *1142, 1151, *1171-1181-1191, *1201, *1251-1252, *1261, *1551H-1552H, *1553H-3551H-3552H, *1711H-1721H-1731H
Phil *1001, 1005, *3201, 3231
Pol *3085
Psy *3801
Soc *3801, *3802
Span 3701, 3702
Spch 1313
Stat *1001, *3011-3012, *3091

Education:

EPsy *3220, *5260

GC:

GC *1452, *1454, *1456, 1571, 1575

Management:

IDSc *1010
OMS *1020

Pub Hlth:

PubH (Biostatistics) *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 boldface.

Ag:

Soil *1262

Bio Sci:

See CLA list.

CLA:

Anth 3001, 3002, 3005, 3006
Ast **1011**, *1015, **1021H**, *1025
Biol **1008**, ***1009**, 1101, ***1103**, ***1106**, 1301, 3112
Chem ***1001-1002**, ***1003**, ***1008**, ***1051-1052**, ***1051H-1052H**, *3100-3101, 3301
EBB **1019**, 3001
GCB 3002 (if taken for four credits); **3022**
Geo **1001**, ***1002**, 1005, 1011, **1012**, **1019**, *1021, ***1111**, **1601**, ***3112**
Geog **1401**, *1425, 3431
Phsl ***1001**
Phys **1001**, *1005, ***1041-1042**, 1061, *1065, **1071**, *1075, **1104-1105-1106**, *1107-1108-1109, ***1251-1252-1253-1254**, **1271-1281-1291** (Extension only), *1275-1285-1295 (Extension only), ***1451H-1452H-1453H-1454H**, *1911-1912
Psy 3031, 3061
WoSt 3202

GC: Non-Lab Courses

GC 1111, 1112, **1132**, 1133, **1161**, **1162**, **1163**, **1166**, 1173

Lab Courses

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

Human Ecology:

FScN 1612,

Medical School:

CBN 1027, 3001

Natural Resources:

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

Group B Option—Social and Cultural Impact of Science and/or Technology: There are some additional 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 an academic adviser for a list of courses that apply.

General Education Requirements and Course List

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:

AgEc 1101, 1102, 3001, 3002, 3003, 3040, 3070

Architecture and Landscape Architecture

LA 3001

CLA:

Afro 1011, 3013, 3025, 3061, 3072
AmIn 1771
AmSt 3112, 3113, 3114
Anth 1102, 3201, 3224
Arch 3001, 3002
Chic 3712
CLit 3979
CPsy 1301, 3309
CICv 3201
Clas 1201/3201
CDis 3101
EAS 3481
Econ 1101, 1102, 1104, 1105, 3501, 3701, 3801
Geog 1301, 3101, 3331, 3371
ID 3170, 3180
Jour 1001
Ling 1005
Mus 1602
Pol 1001, 1025, 1026, 1054, 3051, 3321
Psy 1001, 1004-1005, 3011, 3014, 3101, 3201, 3604
SALC 1506, 3506
Serb 3511 (Extension only)
Soc 1001, 1003, 1004, 1651, 3102, 3201, 3401, 3481, 3755
UrbS 3104
WoSt 1001, 1002, 1003, 3305, 3406

Education:

EdPA 5090
EPsy 5130

GC:

GC 1211, 1212, 1233, 1235, 1236, 1252, 1281, 1282, 1283, 1285, 1291, 1293, 1294, 1295, 1296, 1814, 1851

Human Ecology:

FSoS 1001, 1025, 5001, 5200, 5202
SW 1001, 5024, 5349
TexC 5212, 5216, 5266

Management:

BGS 3002

Natural Resources:

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

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

Architecture and Landscape Architecture:

Arch or LA 1021, 1022, 1023

CLA:

Afro 1021, 3001, 3002, 3324, 3421, 3954
AmIn 3111, 3112
ANE 3501, 3502, 3505
Anth 1101, 3003
ArtH 1002, 3252, 3577
CAS 3531, 3611
Chic 3105, 3106, 3107, 3441, 3442
Chn 1201, 1202
Clas 1001, 1002, 1003, 1004, 1005, 1006, 1023, 1024, 1025, 1043, 3023, 3024, 3025, 3175, 3252
EAS 1063, 1461, 1462, 1463
Geog 3373
Hist 1001 (Extension only), 1002 (Extension only), 1003 (Extension only), 1011, 1012, 1013, 1021, 1022, 1023, 1051 (Extension only), 1052 (Extension only), 1053 (Extension only), 1101 (Extension only), 1151 (Extension only), 1152 (Extension only), 1301, 1302, 1303, 1305, 3001 (Extension only), 3002 (Extension only), 3003 (Extension only), 3051, 3052, 3053, 3101, 3151, 3152, 3244, 3245, 3401, 3402, 3424, 3431, 3432, 3461, 3462, 3463, 3505, 3541, 3542, 3543, 3547, 3614, 3615, 3627, 3631, 3636, 3637, 3641, 3642, 3704, 3707, 3708, 3709, 3714, 3871, 3872
HMed 3001, 3002, 3003
HSci 1711, 1712, 1713, 1811, 1812, 1813, 3711, 3712, 3713, 3811, 3812, 3813
Hum 1001, 1002, 1003, 1004, 1005, 1111, 1113, 1115, 1117, 1119, 1302, 3254, 3458, 3472, 3635
JwSt 3521
LAS 3131, 3401, 3402,
MELC 3508
MidE 3505, 3507, 3508, 3511, 3512, 3541, 3542, 3543
RelS 3501, 3502, 3505, 3508
SALC 3501, 3502
Scan 1504
SCAS 3531, 3611
Soc 3477, 3954
SoAS 3501, 3502, 3611
WoSt 3103

Inter-College Program

Education:

EdPA 5155

GC:

GC 1221, 1230, 1231, 1232, 1241, 1251

C3 Social and Philosophical Analysis—
Analytical study of social, political, moral,
philosophical, and religious thought.

Ag:

AgEd 1010, 5010, 5024

Architecture and Landscape Architecture

LA 1024

CLA:

Afro 3011
AmIn 3026, 3036, 3211
AmSt 1001, 1002, 1003
Arth 3035
CAS 3521, 3601
Clas 1042, 3035, 3071, 3072, 3073
EAS 1032
Hebr 3301
Hist 3281, 3282
Hum 1303, 3176, 3196
ID 3101, 3333 (Extension only)
JwSt 1034, 3034
MidE 1536, 3521, 3555, 3601
Phil 1002, 1003, 1004, 3001, 3002, 3003, 3004,
3302, 3304, 3305, 3307, 3308
Pol 1041, 1061
ReIS 1001 (Extension only), 1031 (Extension only),
1032 (Extension only), 1034 (Extension only),
1035 (Extension only), 1036 (Extension only),
3031, 3034, 3035, 3036, 3037, 3071, 3072,
3073, 3196, 3412, 3413
SALC 1504 (Extension only), 3411, 3412, 3413
WoSt 3102

Education:

EdPA 5182

GC:

GC 1351, 1355, 1357, 1375

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 3514, 3591, 3592, 3601, 3654
AmIn 3116
AmSt 3111
ANE 1001, 1002, 1003, 3001, 3002, 3003, 3251
Arab 3213, 3301, 3302, 3303
Arch 1021, 1022, 1023, 1071 (Extension only), 1072
(Extension only), 1073 (Extension only) Arth
1001, 1016, 1921, 3001, 3008, 3009, 3011,
3012, 3013, 3014, 3015, 3017, 3325, 3484 ArtS
1101, 1301, 1302, 1401, 1404, 1510, 1520,
1530, 1540 (1510, 1520, 1530 and 1540 may be
taken only once to meet Group D requirements),
1602 (Extension only), 1701, 1811, 1812, 3131,
3306, 3655 (Extension only)
Chic 3213, 3507, 3508
Chn 3161, 3162, 3163, 3165
CICv 3510, 3711
Clas 3001, 3002, 3003, 3008, 3065, 3081, 3082,
3083
CLit 1921, 3332, 3931
Dnce 1101, 3401, 3402, 3666
EAS 3013, 3020
Engl 1005, 1013, 1016, 1017, 1018, 1019, 1069,
1241, 1591, 1595, 1621, 1671, 3008, 3009,
3115, 3116, 3117, 3118, 3119, 3121, 3218,
3241, 3242, 3251, 3252, 3355, 3356, 3357,
3411, 3412, 3413, 3591, 3592, 3621, 3631,
3651, 3671, 3711
EngW 1101
Fren 3101, 3103, 3207, 3229
Ger 3104, 3105
Hebr 3304, 3307
Hum 1301, 3172, 3174, 3256, 3701
Ital 3303, 3305
Jpn 3161, 3163, 3164, 3165
JwSt 3115, 3315
LAS 3104, 3213, 3507, 3508
Lat 3440
MELC 3213
Mus 1001, 1003, 1004, 1021, 1051, 1052, 1531,
1804, 3021, 3410, 3420, 3430 (max 4 cr allowed
for Group D in 3410, 3420, 3430), 3707
(Extension only)
Phil 3502
ReIS 3115, 3201, 3202, 3203, 3213, 3251
Russ 3421, 3422
SALC 3456
Scan 3503, 3505, 3601, 3602, 3604, 3605, 3607,
3618
Span 3104, 3211, 3212, 3213, 3614
Th 1101, 1102, 1301, 1805, 3171, 3172, 3173
WoSt 3303, 3304, 3306, 3307, 3308

Education:

ArEd 3001

GC:

GC 1311, 1312, 1331, 1365, 1366, 1371, 1374,
1485, 1486, 1812, 1816, 1836

General Education Requirements and Course List

Human Ecology:

Dsgn 1300, 1325, 1328, 3117, 5107, 5109, 5112,
5114, 5115
TexC 3212, 3217

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 Native American cultures. The second course may address either these cultures or non-white or non-male perspectives within European and North American traditions. Courses used to satisfy this requirement can also be used to satisfy general education requirements.

World Culture

Asian, African, Latin American, or traditional Native American

CLA:

See *CLA Bulletin* under World Studies

GC:

GC 1285, 1812, 1814

Nondominant Culture

CLA:

Afro 1011, 3025, 3072, 3108, 3324, 3543, 3591,
3592, 3864, 3865, 3954, 5072, 5701, 5702
AmIn 1771, 3026, 3036, 3111, 3112, 3116, 3211,
3242, 5251, 5341, 5411, 5422
AmSt 1001, 1002, 1003, 3113, 3401, 3404
Anth 3211, 3212
Chic 3106, 3107, 3212, 3213, 3375, 3441, 3442,
3507, 3508, 3712
CLit 3979
Dnce 3486
EAS 3868
Engl 1591, 3591, 3592
Geog 3101, 3375
Hist 1305, 3441, 3442, 3801, 3812, 3864, 3865,
3867, 3868, 3871, 3872
Ling 3812
Pol 3739
Soc 1004, 3951, 3954
Th 1805
UrbS 3301
WoSt all except 3202

GC:

GC 1816, 1836, 1851

Human Ecology:

FSoS 5210
TexC 3212

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	at least one quarter in same language at higher level
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

Inter-College Program

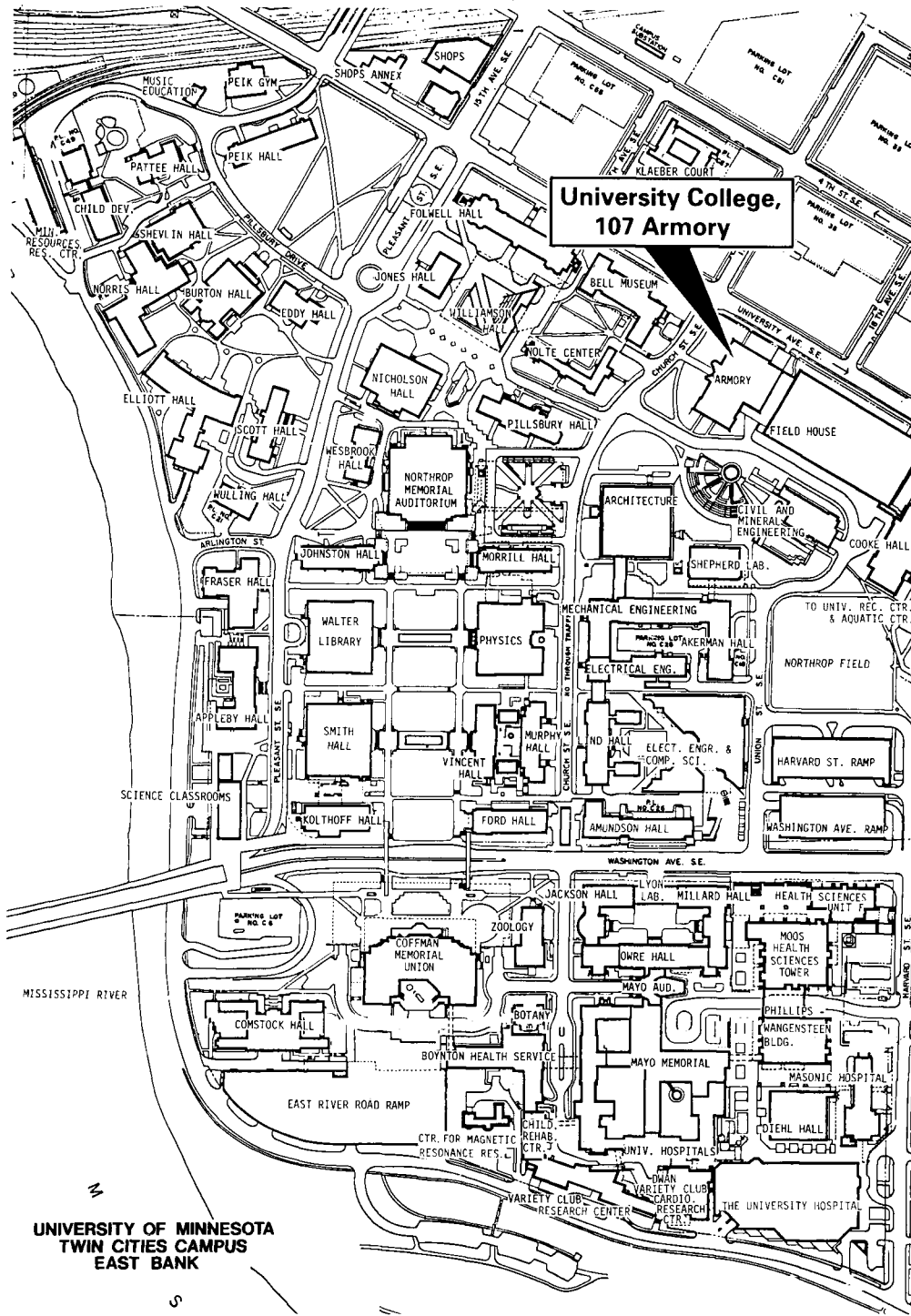
b. 12 credits in courses concerned with a country or countries that use the language chosen. (The requirement is reduced to 7 credits for students who have completed four years of high school study in one language.) Courses used for this requirement may not be used to fill Group A, B, C, or D requirements.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

University College

Campus Map



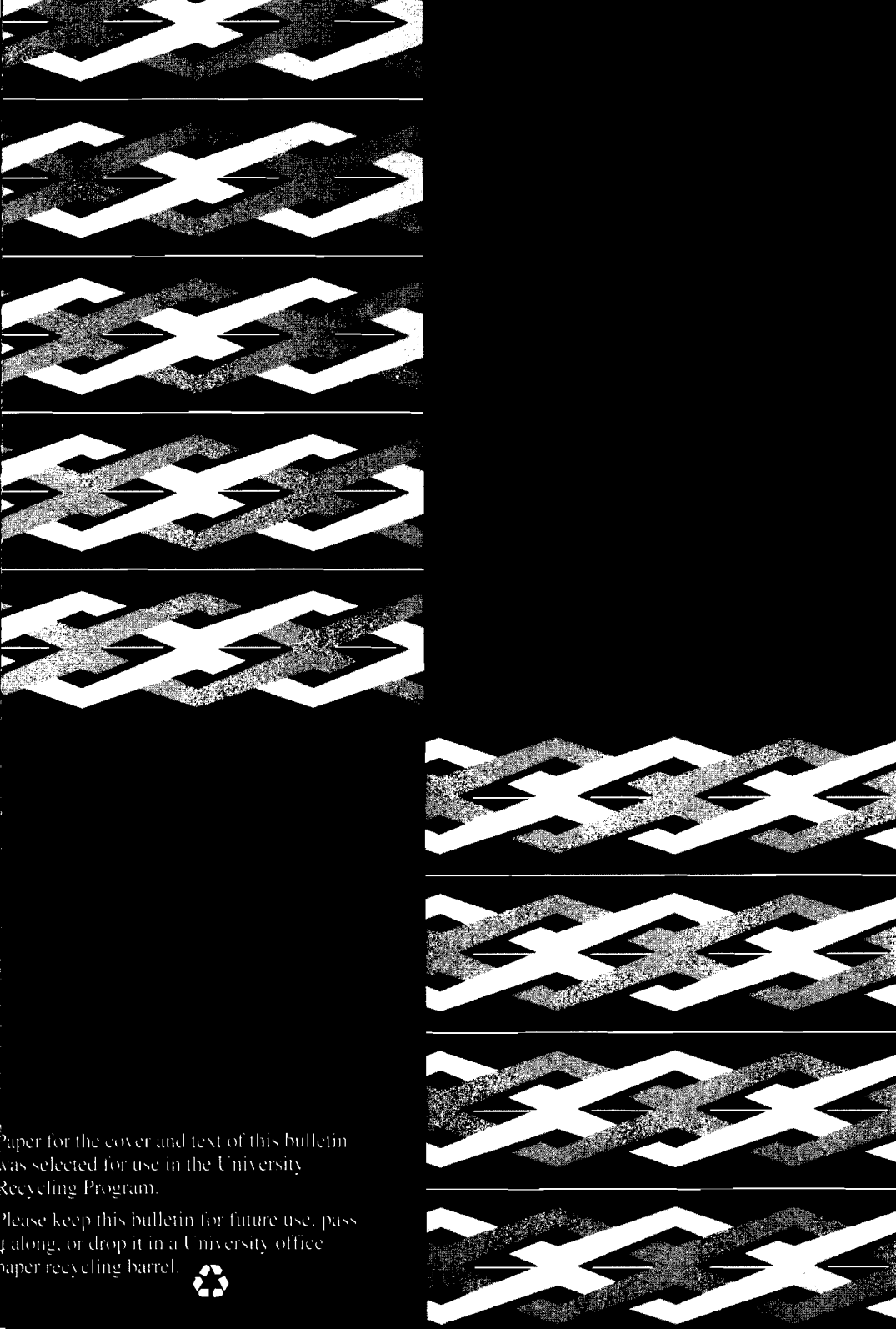


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**UNIVERSITY OF MINNESOTA
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